

*Teach Yourself*  
**ARABIC**

S.A. Rahman

 **GOODWORD**

*Dedicated to  
my mother and father  
who worked hard to make me what I am today.  
I dedicate this book in all humanity.*

**Goodword Books  
1, Nizamuddin West Market  
New Delhi-110 013  
email: [info@goodwordbooks.com](mailto:info@goodwordbooks.com)  
[www.goodwordbooks.com](http://www.goodwordbooks.com)  
[www.goodword.net](http://www.goodword.net)  
First published 2003  
Reprinted 2010  
© Goodword Books 2010  
Printed in India**

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من أراد أن يعمل كبيرا في النحو  
بعد كتاب سيبويه فليستغنى

# **Introduction**

**India is a country where the tradition of Islam and Arabic studies stretches over centuries. There is no dearth of books on Islam, Arabic literature and other related subjects, Arabic language and its grammar. Whether it is a madrasah for religious studies or a school, college and University of modern education, the Arabic syllabi invariably include Arabic grammar. Indian scholars of the Arabic language have till date prepared a large number of books in an attempt to teach Arabic grammar in order to strengthen the foundations of the student of the Arabic language. Superficially and according to the abilities of the students some of the books have come to be known as good books and some others as bad books. However, I am of the conviction that no book on any subject and more so of the Arabic grammar should be compared with other books and classified as good or bad because every author prepares his book to the best of his information and ability and for a specific group of people with specific end in mind to achieve. Similarly no two persons or students will learn equally from the same book or the same teacher. Every author has his past experience in the field of the subject on the basis of which he builds up his book and every student has his own level of intellect and motivation to learn.**

**No single information can ordinarily be acquired from a single reading of a book and no single book can be read repeatedly due to monotony and boredom and hence he needs to read the same information encoded differently before it becomes a part and parcel of his acquisition.**

**It is more true of grammar of any language particularly for those who learn a foreign language in a foreign milieu through the grammar and not the grammar through the language like in the case of native languages.**

**Every author desires and tries to place his subject before readers in a way that he thinks is better and easy to comprehend and thus is created a corpus of reading material on the subject that provides choice to the readers and students.**

**In this book I have also tried to put things the way I think better and**

with my teaching experience spread over more than thirty long years. I believe that this book in hand will be of great utility for the students of the Arabic language anywhere and specially anywhere in India. I have employed the same method of placing things before the readers as I used in teaching my students in the classroom and since I had achieved good result with my students. Unlike many other books on Arabic grammar most favoured and popular with the students, I have written my own texts with specific grammar point in mind to teach through the lesson and precisely this is the reason that I could feed in the texts the grammar points I wanted and give maximum number of examples. It is of course not possible to write a lesson with only one grammar point, however, it is very much possible to teach only specific things through one lesson and indeed this is what I have tried to achieve. I think this could be possible for me because I have improvised texts for each lesson in preference to borrowing readymade texts from established writers of renown, or poetry, or the Quran and the Hadith of the prophet which is generally the case with a large number of books. I am fully aware that my improvised texts may not be very ornate and rhythmical as in some other books, however, I am confident that they are good enough to serve my end that is to make the readers and the students understand that they need to understand in an easy way and to achieve this end I am prepared to make any sacrifice.

In each lesson the text has been written and divided in lines in such a way that the meaning of the Arabic word, and phrase can be given just in front of it in order to make the things easy for the readers and our success rate is quite high. It has also been attempted that only specific grammar point/s should be dealt with in each lesson and the readers should work to concentrate to deal only with that much.

As far as possible adequate explanation has been given with examples. At the end of each lesson a list of difficult words used in the lesson has also been provided with their meanings in English.

I have detailed major grammar points in thirty-five lessons and some essential points have been briefly summed up under "Arabic Grammar on Finger Tips". These include points which have either been discussed thoroughly in the lessons and I have mentioned them here just to serve as reminder while some minor points that do not merit detailed explanation

but are considered vital, have been mentioned with adequate explanation and examples.

Through each book is complete in itself, however, no book is ever a final word on the subject. I believe that each book is complementary to the others on the subject as it provides another opportunity for the readers to compensate for what he or the authors might have missed in the others.

I have taken several books written on this topic of Arabic grammar as my model and tried to do this book in a different way—in a way that I considered better and closer to the ability of the students to understand.

It may be noted that I have basically prepared this book for the students who want to learn standard written Arabic outside its native milieu in most of the cases. I believe this book will be of great help for such people.

Before I finish I like to thank all those people who were in anyway helpful to me in preparing this small handbook of Arabic grammar and very specially Mr. Saniyasain, the publisher of this book and who had actually prompted me to do this book about more than a year ago.

Finally, I thank God who gave me good health and ability to complete this work as best as I could.

(S.A. Rahman)

**List of Abbreviations:**

<b>Adj.</b>	<b>Adjective</b>
<b>Adj. com</b>	<b>Adjective of comparative degree</b>
<b>Adj./Numeral</b>	<b>Adjective/ Numeral</b>
<b>Adj SF</b>	<b>Adjective Singular Feminine</b>
<b>Adj.SM</b>	<b>Adjective Singular Masculine</b>
<b>Adj./VN</b>	<b>Adjective / Verbal Noun</b>
<b>Adj.N.</b>	<b>Adjectival Noun</b>
<b>Adv.</b>	<b>Adverb</b>
<b>Adv of Time</b>	<b>Adverb of time</b>
<b>C N M</b>	<b>Collective Noun Masculine</b>
<b>e. g.</b>	<b>Exempli gratia/ for example</b>
<b>F D</b>	<b>Feminine Dual</b>
<b>i. e.</b>	<b>id est/ that is</b>
<b>M</b>	<b>Man/Men</b>
<b>W</b>	<b>Woman/Women</b>
<b>M D</b>	<b>Masculine Dual</b>
<b>N F</b>	<b>Noun Feminine</b>
<b>N M</b>	<b>Noun Masculine</b>
<b>N P P</b>	<b>Non-personal plural</b>
<b>N U</b>	<b>Noun of Unity</b>
<b>N U F</b>	<b>Noun of Unity Feminine</b>
<b>M F D</b>	<b>Masculine Feminine Dual</b>
<b>O. S.</b>	<b>One self</b>
<b>P</b>	<b>Plural</b>
<b>P. F.</b>	<b>Plural Feminine</b>
<b>Pl. non-personal</b>	<b>Plural non-personal</b>
<b>P M</b>	<b>Plural Masculine</b>
<b>P M &amp; F/PMF</b>	<b>Plural Masculine &amp; Feminine</b>
<b>P P</b>	<b>Past Participle/Passive Participle</b>
<b>PP/ SM</b>	<b>Past / Passive Participle / Singular Masculine</b>
<b>A P</b>	<b>Active Participle</b>



<b>S M</b>	<b>Singular Masculine</b>
<b>S F</b>	<b>Singular Feminine</b>
<b>Prep.</b>	<b>Preposition</b>
<b>S M &amp; F, SM/F</b>	<b>Singular Masculine &amp; Feminine</b>
<b>V N/VNSM</b>	<b>Verbal Noun/Verbal Noun Singular Masculine</b>
<b>VN / Adj.</b>	<b>Verbal Noun/ Adjective</b>







---

<b>I P SMF</b>	<b>First Person Singular Masculine/ Feminine</b>
<b>I P D P M F</b>	<b>First Person Dual/ Plural Maculine / Feminine</b>
<b>II P SM</b>	<b>Second Person Singular Masculine</b>
<b>II P DM</b>	<b>Second Person Dual Masculine</b>
<b>II P PM</b>	<b>Second Person Plural Masculine</b>
<b>IIP SF</b>	<b>Second Person Singular Feminine</b>
<b>IIP DF</b>	<b>Second Person Dual Feminine</b>
<b>IIP PM</b>	<b>Second Person Plural Feminine</b>
<b>III PSM</b>	<b>Third Person Singular Masculine</b>
<b>IIIP DM</b>	<b>Third Person Dual Masculine</b>
<b>IIIP PM</b>	<b>Third Person Plural Masculine</b>
<b>IIIP SF</b>	<b>Third Person Singular Feminine</b>
<b>IIIP DF</b>	<b>Third Person Dual Feminine</b>
<b>IIIP PF</b>	<b>Third Person Plural Feminine</b>

**Explanation:**

<b>I Person</b>	<b>=</b>	<b>The person who speaks.</b>
<b>II Person</b>	<b>=</b>	<b>The person spoken to.</b>
<b>III Person</b>	<b>=</b>	<b>The Person spoken about.</b>

**Names of Arabic Vowels:**

<b>Fathah / fathah</b>		<b>فتحة</b>
<b>Kasrah/ kasrah</b>		<b>كسرة</b>
<b>Dammah/ dammah</b>		<b>ضمة</b>
<b>Tanween/ tanween</b>	  	<b>تنوين</b>

Sokoon/ sokoon	◌ْ	سُكُون
Shaddah/ shaddah	◌ّ	شَدَّة
Shaddah with kasrah	◌ّ◌ِ or ◌ّ◌ِ	شَدَّة مَعَ الْكَسْرَةِ
Shaddah with dammah	◌ّ◌ِ	شَدَّة مَعَ الضَّمَّةِ
Shaddah with fathah	◌ّ◌ِ	شَدَّة مَعَ الْفَتْحَةِ
Maddah	◌̣	مَدَّة

(It is written above the initial alif only to elongate its sound)

### Name Of Arabic Cases:

Terminal letter of a word indicates the case.

(1) When the last letter carries (single or double) dammah:

Nominative case      حالة الرفع / مرفوع

(2) When the last letter carries (single or double) fathah:

Accusative Case      حالة النصب / منصوب

(3) When the last letter carries (single or double) kasrah:

Genitive case      حالة الجر / مجرور

### Names of Arabic Tenses:

Past Tense      الفعل الماضي

Present Tense      الفعل المضارع

### Names of Arabic Moods:

When the last letter of a verb is silent i.e. it carries a sokoön:

Jussive mood      حالة الجزم / مجزوم

When the last letter of a noun is silent i.e. it carries a sokoon:

A pocopate mood      حالة الجزم / مجزوم

When the last letter of the verb/noun carries (single or double) fathah

Subjunctive mood      حالة النصب / منصوب

الابجدية العربية Arabic Alphabet

ا	ب	ت	ث
ج	ح	خ	د
ذ	ر	ز	س
ش	ص	ض	ط
ظ	ع	غ	ف
ق	ك	ل	م
ن	ه	و	ي
هـ	ة		

Arabic is written and read from right to left. Hereunder are given ( i ) t Arabic letters in the top line and ( ii ) their approximate pronunciation ( their symbols in brackets) in the Roman letters in the second line.

( i ) Read from right to left:

ث	ت	ب	ا
Thaa (TH)	Taa (T)	Baa (B)	Alif (A)
د	خ	ح	ج
Daal (D)	Khaa (KH)	Haa (H)	Jeem (J)
س	ز	ر	ذ
Seen (S)	Zaa (Z)	Raa (R)	Dhaal (DH)
ط	ض	ص	ش
Taa (T)	Daa (D)	Ṣaa (Ṣ)	Sheen (SH)
ف	غ	ع	ظ
Faa (F)	Ghayn (GH)	‘Ayn (‘A)	Zaa (Z)
م	ل	ك	ق
Meem (M)	Laam (L)	Kaaf (K)	Qaaf (Q)
ي	و	هـ/ه	ن
Yaa (Y)	Waw (W)	Haa (H)	Noon (N)
		ة	ء
		Taa (Round) (T)	Hamza (‘A)

**Notes:**

- (1) There are twenty eight letters in the Arabic Alphabet.

Last two letters are in fact the variant forms of letters nos. 1 and 3 respectively. However, for our convenience we can consider them to be thirty letters. More so because these two letters i.e. Hamza and Round Taa play a distinctive role in the Arabic language in terms of Grammar and orthographic requirements and rules.

2. All Arabic letters are considered to be consonants. However, three letters i.e. Alif ا, Waw و, and Yaa ي, are also used as elongative vowels. Details regarding vowels and elongative vowels appear in lesson number 5 of this book.
3. Sound transcription of Arabic letters has been given in Roman letters for facilitating the process of learning the Arabic sounds. They should be treated as approximate sound equivalents and not the total equivalents.
4. Key to pronouncing peculiar Arabic sounds is given in lesson number 2.

**Exercises:**

- (1) Read Arabic letters to acquaint yourself with their sounds (as explained in lesson no. 2) and independent shapes:
- (2) Acquire Roman equivalents of Arabic letters as they are likely to occur elsewhere in this book.

## LESSON — 2

## الدرس — ٢

### Peculiar Arabic Sounds

### الاصوات العربية الخاصة

Apart from the ordinary sounds available in the Indian languages specially in Hindi there are eleven sound in the Arabic language which may be termed as very peculiar of Arabic.

These sounds are as follows (Read from right to left):

ذ	خ	ح	ث
Dhaal	Khaa	Haa	Thaa
ظ	ط	ض	ص
Zaa	Taa	Ḍaa	Ṣaa
	ق	غ	ع
	Qaaf	Ghayn	‘Ayn

In the following lines an attempt is made to guide the learners to say these sounds as close to the correct sounds as possible:

1. ث Thaa : It should be said like “th” in Elizabeth. To say this sound correctly one has to put the tip of the tongue on the inner edge of the upper teeth. Detach the tongue while saying the sound.
2. ح Haa: Only your throat shall be functioning to say this sound. When you intend to say this sound your lower throat and uvula shall come very close leaving a negligible aperture between them for the air to pass out. Sound thus made will be heavy aspirate “H” and this is precisely what we know as Arabic Haa.
3. خ Khaa: For saying this sound also only your throat functions. This sound may be equated with “ch” in LOCH of the Scottish Language. This sound is best produced when the throat is allowed to relax with the mouth open and the uvula hanging down hindering the free passage of the air. This sound may be compared with the snoring of a person when asleep.

4. ذ Dhaal: This sound can be said by putting the tip of the tongue on the inner side of the upper teeth. Detach the tongue when you intend to say the sound. This sound may be compared with soft "dh" sound as in DHOW.
5. ص Saad: Give your tongue the Shape of a shallow bowl. Open your mouth moderately. Slowly close your mouth when you intend to say the sound. Your upper and lower teeth will join gently and the tip of the tongue shall touch the palate at the roots of the upper teeth while your lips will remain apart. This sound may be compared with the "s" sound as in BLAST.
6. ض Daa: Shape of your tongue and other instructions remaining the same as in Saa except only that the tip of the tongue shall join the palate at the roots of the upper teeth both before and after saying the sound. This sound may be compared with "d" as in DAD.
7. ط Taa: Shape of the tongue remains the same as in the earlier two sounds. Put the tip of the tongue on the frontal palate. Detach the tongue as you release the sound. This sound may be compared with "t" as in FLAT.
8. ظ Zaa: Shape of the tongue remains the same as in the foregoing sound. However, here the tongue shall not touch the palate at all both before and after releasing the sound. Your tongue shall go very close to the frontal palate in preparation to say the sound. The tongue will have to be withdrawn when you intend to say the sound.
9. ع 'Ayn: Open your mouth at half its capacity. Stop the breath by lowering the root of the tongue inside the throat, thus narrowing the passage of the air. Slowly lift the root of the tongue and lower the uvula while releasing the sound. It may be remembered here that only the throat functions to say this sound.
10. غ Ghayn: Open your mouth at half its capacity. The softest part at the end of the palate and the uvula shall slowly come down as you prepare to say this sound. This sound is very close to "r" in the French language. It may also be compared with the strong gargling sound.
11. ق Qaaf: Stop the breath in the throat. Open your mouth moderately. Lower the uvula and lift the root of the tongue. Detach them as you say the sound.

**Other sounds of the Arabic Language are available in almost all the Indian languages or otherwise they are easy to say.**

**Note:** When given the physical apparition the sounds are technically known as letters.

**Exercises:**

1. Say all the Arabic sounds as many times as you can. Give special attention to such sounds which do not occur in Indian languages.
2. Repeat peculiar Arabic sounds till you are able to say them properly.



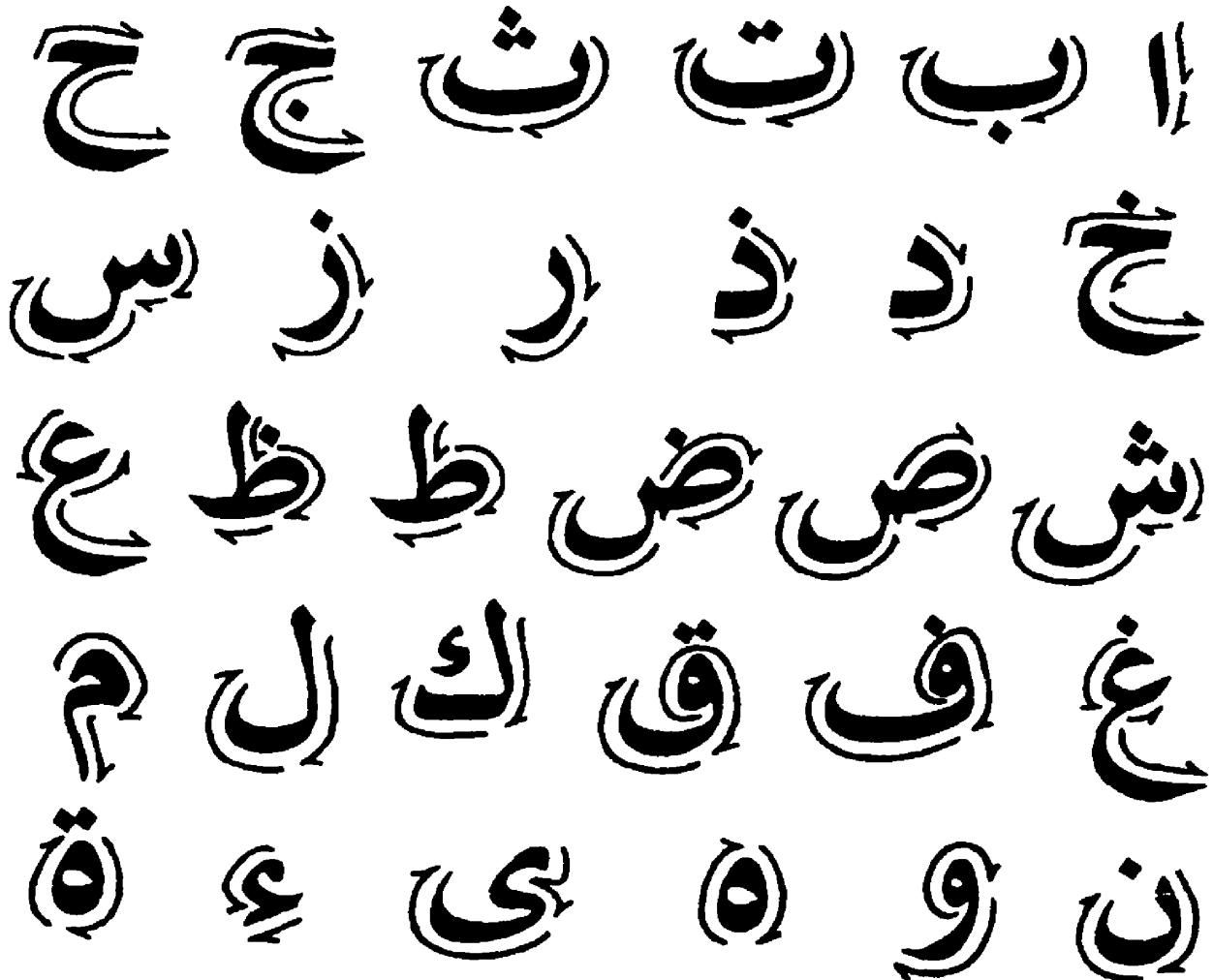
## How to write Arabic letters كيف نكتب الحروف العربية

This lesson has been exclusively designed for giving the learners the right method of writing the Arabic letters.

It is essential keeping in view the fact that Arabic script itself poses a great challenge for a large majority of Indian students who want to learn the Arabic language.

I have shown here with arrow marks the directions which have to be followed strictly if one wants to master the Arabic script.

Read and write from right to left and only in the directions as shown by arrow marks:



**Notes:**

1. Care should be taken to draw the proper shapes of the letters in the direction as indicated by arrow/s.
2. Right number of dots should be placed at the right places.

**Exercises:**

1. Write the shapes of the Arabic letters.

Note: It may be mentioned here that these shapes are known as the independent forms of the letters.

## Different Shapes Of Arabic Letters

### مختلف اشكال حروف اللغة العربية

There are no capital letters in Arabic. Arabic words are obtained by joining these letters with one another. When we join Arabic letters together to obtain words they look to have assumed shapes different from their original independent shapes as per their placement in the words- in the beginning , in the middle and at the end.

Based on this premise we can say that Arabic letters can assume four different shapes. They are as follows:

1. Independent shapes
2. Initial shapes
3. Medial shapes
4. Terminal shapes

خ

1. Independent shapes of letters have been shown in lesson No. 1. As would be evident from the word independent, each letter is written independent of the other i.e. one letter separate from the other.
2. By initial shapes of the letters it is intended to mean the shapes of the letters in the beginning of a word.

In this case only the commencing part of a letter is taken, or it might even be said that a miniature shape of a particular letter is used.

3. By medial shapes of the letters it is intended to mean the shapes of the letters somewhere between the first and the last letters of a word.

In this case also a miniature shape of the letter is used.

4. By terminal shapes of the letters it is intended to mean the shapes of the letters at the end of a word.

In this case the letter is drawn in its full shape. However, it is joined to its preceding letter and hence, it looks different from its independent shape.

Let us take for our example the letter Khaa خ and write it in its four forms as explained above in the following words:

Far khon

(young bird)

فَرَخَ

The letter Khaa خ is written independently i. e. it is not joined to its preceding letter. It is the same as you have seen in the alphabetical table in lesson-1.

Khafeeron

(watchman)

خَفِيرٌ

Only the crown of the letter i. e. its initial part has been taken.

Makhfaron

(guardroom)

مَخْفَرٌ

Only the crown of the letter with ligatures on both sides is used in this word.

Tafreekhon

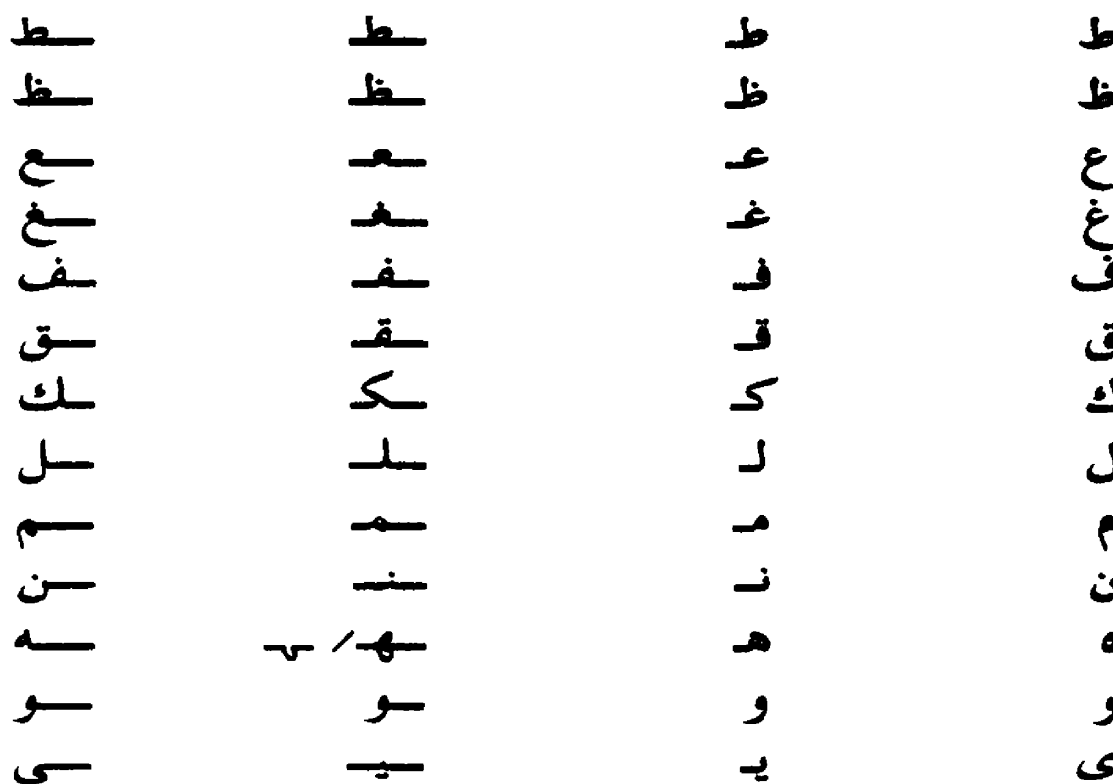
(incubation)

تَفْرِیْخٌ

The full form of the letter is used, however, here it is joined to its preceding letter. It is called the terminal attached shape.

In lesson no. 1, you have seen and practised the independent shapes of the Arabic letters. Hereunder we give the other three shapes of the Arabic letters. Alongside we also give independent shapes of the letters for ready reference and comparison.

Terminal Shapes	Medial Shapes	Initial Shapes	Independent Shapes
ا	ا	ا	ا
ب	ب	ب	ب
ت	ت	ت	ت
ث	ث	ث	ث
ج	ج	ج	ج
ح	ح	ح	ح
خ	خ	خ	خ
د	د	د	د
ذ	ذ	ذ	ذ
ر	ر	ر	ر
ز	ز	ز	ز
س	س	س	س
ش	ش	ش	ش
ص	ص	ص	ص



Keen and careful observation of different forms of Arabic letters shall reveal that barring a few letters the Arabic letters do not assume shapes really different from the original independent forms. It is however, the ligatures i.e. additional strokes drawn for joining letters in words which make them look different. It is very much true even of the English cursive writing. For example let us take the following two words:

*cat / act*

You can see in the above two words in cursive writing that component letters: c : a : t : do appear slightly different from their following typewritten forms:

cat : act

In the case of Arabic letters the change that occurs in cursive writing or running hand is slightly more or at least so it appears.

When joined together in words the Arabic stomached letters lose their stomachs in the beginning and in the middle. Only the crowns/initial portions of the letters or a representative tooth substitutes them in the said positions. They however retain their distinctive marks i.e. dots.

The letter Meem م when joined in the beginning or in the middle, loses its tail.

The letter 'Ayn ع and Ghayn غ are the only two letters in the Arabic alphabet which drastically change when joined in words. In the middle and

at the end the crown assumes a triangular shape as it is given in the following: Ma'a (with) مَعَ

It is relevant to mention here that the following six letters are not joined with the letters that follow them. If any of these six letters occurs in the beginning or anywhere in the middle of a word we have to break the word at that stage and write the remainder part of the word afresh.

These six letters are as follows:

و	ز	ر	ذ	د	ا
Waw	Zaa	Raa	Dhaal	Daal	Alif

In brief we can say that the letters mentioned above can either be independent or terminal and when they occur in the beginning or somewhere in the middle of a word they should be treated as semi-terminals. For example:

Farkhon فرخ  
(young bird)

Waalidon والد  
(father)

Notes:

1. Learners are advised to read this lesson carefully and practice sounds and shapes diligently.
2. The letter Hamza ء is not at all joined. It may be written below or above Alif e. g. اء. It may be written on Waw and و e.g. وء. It may be written somewhere in the word on a tooth e.g. ءن. It may be written straight on the line ء.
3. The Round Taa occurs only at the end of a noun. Noun ending with Round Taa is generally feminine singular. Counted few are singular masculine because they are specifically used for men. Occasionally some plural nouns can also terminate with round Taa. Learners will acquire this information in due course. It is written thus ة when it is terminal or independent. When it is joined to its preceding letter the shape appears thus ة.

Exercises:

1. Practice acquisition of sounds and shapes of Arabic letters.

**Advice:** Please seek learned help to achieve accuracy in pronunciation & writing.

## LESSON — 5

## الدرس — ٥

### الحركات Vowels

There are two kinds of vowels in the Arabic language:

- i) Close Vowels
- ii) Long Vowels or Open Vowels

Names and usage of close vowels are as following:

- a) The first vowel is a small diagonal mark/ stroke above the letters.

Example:

أ      ب      ت

Now we shall read the above mentioned letters as:

- “a” in attend
- “ba” in bandage
- “ta” in tanbark

This diagonal stroke is known in Arabic grammar terminology as fathah.

- b) The second close vowel is a diagonal stroke placed under a letter. It is called kasrah.

Example:

أ      ب      ت

In this case we shall read the above mentioned letters as:

- “i” in in
- “bi” in bin
- “ti” in tin

- c) Third close vowel is called dammah. It is an eyed coma placed always above the letters.

Example:

أ      ب      ت

Now we shall read these letters as follows:

“o” in oyster

“bo” in boil

“to” in toil

The vowels mentioned above may have to be written twice under or above the terminal letters of nouns and adjectives. In this case the sound of the concerned letter shall end in nunnation i.e. the sound of the concerned letter shall end in a strong “NOON” sound.

Example:

ثُ      بُ      أُ

Now we shall read the above vowelised letters as:

“an” in anthrax

“ban” in bandy

“tan” in tandem

These diagonal strokes might occur under a terminal letter of nouns or adjectives.

Example:

تِ      بِ      اِ

These letters shall be read as:

“in” in inside

“bin” in dustbin

“tin” in tinker

Similarly two eyed comas might have to be written above the terminal letters of nouns and adjectives. In print we ordinarily see one right and the other inverse coma as shown below:

Example:

ثُ      بُ      أُ

In this case the terminal letters shall have to be read as:



“un” in munsif

“bun” in bundelkhand

“tun” in tundra

These three double vowels are known as:

- i) double *Fathah*
- ii) double *Kasrah*
- iii) double *Dammah*

The double *kasrah* and double *Dammah* are directly written under or above the letters as explained in the foregoing. However, in the case of double *fathah* one supportive Alif ا is necessarily suffixed to the concerned terminal letter except the Round Taa and terminal Hamzah.

Example:

تَ                      بَ

In the case of the Round Taa (Taa-e- Marboota in Grammar Terminology) the double *fathah* is directly placed above it and it does not need any supportive Alif.

Example:

ةَ

Similarly double *fathah* is directly placed above the terminal Hamzah and placing Alif after it is a mistake.

Example:

ءَ

Now let us take up the long or open vowels.

All the twenty eight letters of the Arabic alphabet (or say thirty) are consonants. However, three of them are used as long vowels also. They are:

يَ	وَ	أَ
Yaa	Waw	Alif

The first open vowel is a long “a” sound. It obtains when the Alif ا is preceded by a letter bearing one *fathah*.

Example:

بَا      تَا

We shall read the above combinations as:

“ba” in bath or say baa

“ta” in talk or say taa

The second open vowel is a long “e” sound. It obtains when this elongative yaa ی is preceded by a letter bearing one kasrah.

Example:

بِي      تِي

We shall read the above combinations as:

“bee” in beef

“tee” in teeth

The third open vowel is a long “o” sound. It obtains when this elongative “Waw و is preceded by a letter bearing one *dammah*.

Example:

بُو      تُو

These combinations shall be read as:

“boo” in boon

“too” in tooth

Apart from the vowels mentioned above there are three more signs that fall under this category.

The first sign is a short zigzag stroke placed above consonant Alif ا to elongate the “a” sound as we would read double “aa” as in Baa. It is called Maddah and written thus:

آ

The second sign is a small stomached circle placed always above a letter. This is called sokoon or the silencing vowel. When this sign occurs above a letter it is required of a reader to make a brief pause there before proceeding to the next sound of a word composed of a few letters. It is written thus:

بُ      ثُ

Now we shall read them as:

“b” in obsolete

“t” in bat

The third sign is called *shaddah*. It is a three toothed sign placed always above a letter. It is used only where one and the same letter comes twice. In this case the letter is written only once bedecked with *shaddah* and read twice as per its vowel. It is written as follows:

حُبّ

حُبّا

حُبّ

Now we shall read them as:

Hob-bun

Hob-ban

Hob-bin

It would be seen that double “ba” in the above combinations shall be read twice as “bb” in ‘sub base’

Beside whatever has been said above about the vowels there are two diphthongs also in Arabic. Diphthong sounds occur in Arabic where a letter bearing *fathah* precedes Waw and Yaa with Sokoon.

Example:

أُوّ

أُوّ

Now these should be read as:

“ow” in owl

“y” in by

Note: When these vowels are placed on the terminal letters of the nouns, they indicate case. For example *ḍammah*-double or single—indicates that the noun is in the nominative case. *Ḍammah* at the terminal letter which indicates case is known in Arabic grammar as *Raf’a*. Similarly *fathah* at the terminal letter indicates that the noun is in the accusative case. This *fathah* is known as *Naṣb*. The *kasrah* below the terminal letter of the noun is known as *Jarr* and the noun is considered to be in the genitive case. For details, please see lessons—12 & 13

Exercises:

1. Read this lesson and the lessons preceding this thoroughly and practice well before proceeding any further.

## LESSON — 6

## الدرس — ٦

### Words And Parts Of Speech

### الكلمات و أقسام الكلام

A word is a combination of two or more letters which makes meaning.

Examples:

Hand

Boy

New

Old

This

He

In, Inside

With

Infront of

Behind

He went

He goes

يَدٌ

} 1 وَلَدٌ

جَدِيدٌ

} 2 قَدِيمٌ

هَذَا

} 3 هُوَ

فِي

} 4 مَعَ

أَمَامَ

} 5 وَرَاءَ

ذَهَبَ

} 6 يَذْهَبُ

A word may be a noun as in the case of the first two words;  
it may be an adjective as in the case of the second two words;  
it may be a pronoun as in the case of the third two words;  
it may be a preposition as in the case of the fourth two words;  
it may be an adverb as in the case of the fifth two words;  
it may be a verb as in the case of the sixth two words.

When these words are arranged in a certain specified order they make meaningful speech.

Broadly speaking we can divide the parts of speech into three groups of

words. They are as follows:

1. Nouns

الاسماء

2. Verbs

الافعال

3. Particles i. e. Prepositions etc.

الحروف

**Noun:** It is a word which is used for naming a person, place, animal or thing.

**Examples:**

**Person:**

son/ boy

وَلَدٌ

daughter/girl

بِنْتُ

student

طَالِبٌ

worker

عَامِلٌ

**Place:**

garden

حَدِيقَةٌ

airport

مَطَارٌ

house

بَيْتٌ

city

مَدِينَةٌ

**Animal:**

dog

كَلْبٌ

lion

أَسَدٌ

sparrow

عُصْفُورٌ

hen

دَجَاجَةٌ

**Thing:**

building

عِمَارَةٌ

table

طَاوِلَةٌ

book

كِتَابٌ

mountain

جَبَلٌ

**Verb:** It is a word which is used for meaning an action with involvement of time.

**Examples:**

(he) went	ذَهَبَ
(she) went	ذَهَبَتْ
(he) goes	يَذْهَبُ
(she) goes	تَذْهَبُ
(you) go	إِذْهَبْ
(you) don't go	لَا تَذْهَبْ

**Particle:** It is a word (preposition etc.) that is generally helpful in giving useful meaning to combination of words in a sentence.

**Examples:**

in	فِي
on	عَلَى
that	أَنَّ

**Note:** Unless required otherwise under grammatical rules, all Arabic nouns terminate with double dammah.

**Exercises:**

1. Separate nouns, verbs and particles from the following list:

(they) went	ذَهَبُوا
elephant	فِيلٌ
behind	وَرَاءَ
aeroplane	طَائِرَةٌ
in front of	أَمَامَ
University	جَامِعَةٌ
(I) went	ذَهَبْتُ
hen	دَجَاجَةٌ
cock	دِيكٌ
(I) go	أَذْهَبُ

school	مَدْرَسَةٌ
orchard	بُسْتَانٌ ١
with	مَعَ
teacher	مُدَرِّسٌ
college	كُلِّيَّةٌ
under	تَحْتَ
(we) went	ذَهَبْنَا
(we) go	نَذْهَبُ
airhostess	مُضَيِّفَةٌ ١
worker	عَامِلٌ
(they) go	يَذْهَبُونَ
woman	إِمْرَأَةٌ
man	رَجُلٌ
over (above)	فَوْقَ
buffalo	جَامُوسَةٌ
scientist	عَالِمٌ
guard	حَارِسٌ
window	شَبَّاكٌ
glass, tumbler	كُوبٌ ١
girl	بِنْتٌ
pigeon	حَمَامٌ ١
pen	قَلَمٌ
shirt	قَمِيصٌ

2. Learn the vocabulary given in this lesson.
3. Write all the words given in this lesson.

## LESSON—7

## الدرس — ٧

### Moon And Sun Letters And The Definite Article

### الحروف القمرية والشمسية وأداة التعريف

The twenty eight letters of the Arabic Alphabet are divided into two groups. They are:

1. The Moon letters

الحروف القمرية

2. The Sun letters

الحروف الشمسية

The Moon letters are as follows:

ا ب ج ح خ ع غ ف  
ق ك م ه و ي

Remaining fourteen letters are known as the Sun letters . They are as follows:

ت ث د ذ ر ز س ش  
ص ض ط ظ ل ن

We divide the Arabic alphabet into these two groups for purposes of grammar as detailed below:

All the Arabic nouns which end in nunnation i.e. with a strong “noon” sound because of double *fathah* or double *kasrah* or double *dammah*, are categorised as common nouns.

Example:

a boy

وَلَدٌ وَلَدًا وَلَدِ

In this case “a boy” may be anyboy of whom you would be unable to establish the identity. Such common or indefinite nouns will always end in nunnation.

Where we want to specify and define the meaning of any noun we use the definite article which is “the” in English.

The definite article of Arabic Al ال is similarly used to restrict and define



the meaning of an ordinary i.e. a common noun and places it on par with "proper noun". It is translated as "the" in English.

Function and utility of the Arabic definite article:

- i) When this Al ال is prefixed to a common noun, it renders it into a definite noun. For example when we prefix Al ال to:

وَلَدٌ      وَلَدًا      وَلَدِ

it would be written thus:

الْوَلَدُ      الْوَلَدَ      الْوَلَدِ

- ii) The Arabic definite article does not allow double vowel at the terminal letter of the concerned noun. In other words we can say that when it comes to defining a common noun with the definite article they cease to have double vowels. Instead, they retain only single vowel of the respective category.

- iii) When we prefix Al ال to a noun beginning with a Moon letter then the laam of the Arabic definite article is clearly pronounced.

Example:

A boy      وَلَدٌ

This noun begins with Waw و which is a moon letter. Now if we have to prefix to it the Arabic definite article, we would write and read it as follows:

The boy      Al wa la do      الْوَلَدُ

Here you would see that the laam sound of the Arabic definite article is very clearly said and pronounced.

- iv) When the Arabic definite article Al ال is prefixed to nouns beginning with a Sun letter then the alif of this article is directly linked to the Sun letter and the laam is left unpronounced.

Example:

A man      رَجُلٌ

This noun begins with Raa ر which is a Sun letter. Now if we have to prefix to it the Arabic definite article, we would write and read it as follows:

The man      Ar Rajolo      الرَّجُلُ

Here you would see that the laam sound of the Arabic definite article has disappeared and the alif has been directly linked to the initial Sun letter of the noun which is now doubly pronounced.

### Exercises:

1. Write down all the Arabic common nouns you have known and then re-write them all with the definite article as explained in the lesson.
2. Remove the definite article from the following nouns and re-write them all as common nouns with full vowel points.

The office	الْمَكْتَبُ	The house	الْبَيْتُ
The fan	الْمِرْوَحَةُ	The lamp	الْمِصْبَاحُ
The bed	السَّرِيرُ	The car	السَّيَّارَةُ
The teacher	الْمُدْرِسُ	The student	الطَّالِبُ
The cow	الْبَقَرَةُ	The moon	الْقَمَرُ
The sun	الشَّمْسُ	The sparrow	الْعُصْفُورُ
The river	النَّهْرُ	The dog	الْكَلْبُ
The train	الْقِطَارُ	The window	الشُّبَّاكُ
The ball	الْكُرَةُ	The playground	الْمَيْدَانُ
The dictionary	الْقَامُوسُ	The driver	السَّائِقُ

3. Separate the above nouns as follows:

- i) Names of places
- ii) Names of persons
- iii) Names of things
- iv) Names of animals

## LESSON — 8

## الدرس — ٨

### Nominal Sentence, Gender And Number

### الجملة الاسمية والجنس و الصيغة العددية

The boy is sitting.

الْوَلَدُ جَالِسٌ.

The teacher (M) is present.

الْمُدْرَسُ مَوْجُودٌ.

The book is new.

الْكِتَابُ جَدِيدٌ.

The pen is cheap.

الْقَلَمُ رَخِيصٌ.

The sparrow is beautiful.

الْعَصْفُورُ جَمِيلٌ.

The lion is sleeping.

الْأَسَدُ نَائِمٌ.

The girl is sitting.

الْبِنْتُ جَالِيسَةٌ.

The lady teacher is present.

الْمُدْرَسَةُ مَوْجُودَةٌ.

The notebook is new.

الْكَرَّاسَةُ جَدِيدَةٌ.

The table is durable. ✓

الطَّاوِلَةُ مَتِينَةٌ.

The lioness is sleeping. ✓

الْأُنثَى نَائِمَةٌ.

The hen is beautiful.

الدَّجَاجَةُ جَمِيلَةٌ.

The boys are sitting.

الْوِلْدَادُ جَالِسُونَ.

The teachers (M) are present.

الْمُدْرَسُونَ مَوْجُودُونَ.

The books are new.

الْكِتُوبُ جَدِيدَةٌ.

The pens are new.

الْأَقْلَامُ جَدِيدَةٌ.

The sparrows are beautiful.

الْعَصَافِيرُ جَمِيلَةٌ.

The lions are sleeping.

الْأَسَدُ نَائِمَةٌ.

The girls are sitting.

الْبَنَاتُ جَالِيسَاتٌ.

The lady teachers are present.

الْمُدْرَسَاتُ مَوْجُودَاتٌ.

The notebooks are new.

الْكَرَّاسَاتُ جَدِيدَةٌ.

The tables are durable.

الطَّاوِلَاتُ مَتِينَةٌ.

The lionesses are sleeping.

الْأُنثَى نَائِمَةٌ.

The hens are beautiful.

الدَّجَاجَاتُ جَمِيلَةٌ.

The boy is in the room.

الْوَلَدُ فِي الْغُرْفَةِ.

The girl student is in the room.

الطَّالِبَةُ فِي الْغُرْفَةِ.

The sparrow is in the cage. ✓

الْعَصْفُورُ فِي الْقَفَصِ.

The lioness is in the jungle. ~

اللَّيْثَةُ فِي الْغَابَةِ.

The boystudents are in the room.

الطُّلَّابُ فِي الْغُرْفَةِ.

The sparrows are in the cage.

الْعَصَافِيرُ فِي الْقَفَصِ.

## Grammar

## القواعد

There is no auxiliary verb in Arabic.

It is possible in Arabic to make a complete sentence with two nouns. These types of sentences are known as simple nominal sentences. Such sentences are always composed of two parts:

- The first part is a noun about which some information is given. It is the subject which is known as *Mubtada* مُبْتَدَأ. The subject in Arabic can either be a pronoun or a proper noun or a common noun generally defined with the definite article *Al* ال.
- The second component of such a sentence is again a noun (adjectival, verbal etc). This part gives information about the noun of the first part. This is predicate which is known in Arabic as *khbar* خَبَر.

- |                           |                             |
|---------------------------|-----------------------------|
| 1. The pen is cheap.      | ١. الْقَلَمُ رَخِيصٌ.       |
| 2. The table is new.      | ٢. الطَّاوِلَةُ جَدِيدَةٌ.  |
| 3. The boy is sitting.    | ٣. الْوَلَدُ جَالِسٌ.       |
| 4. The girl is sitting.   | ٤. الْبِنْتُ جَالِسَةٌ.     |
| 5. The pens are cheap.    | ٥. الْأَقْلَامُ رَخِيصَةٌ.  |
| 6. The tables are new.    | ٦. الطَّاوِلَاتُ جَدِيدَةٌ. |
| 7. The boys are sitting.  | ٧. الْوِلْدَانُ جَالِسُونَ. |
| 8. The girls are sitting. | ٨. الْبَنَاتُ جَالِسَاتٌ.   |

While making these types of sentences, following things should be borne in mind:

- if the subject is singular masculine then the predicate also will be singular masculine (see sentences 1 & 3).

- ii) if the subject is singular feminine then the predicate also will be singular feminine (see sentences 2 & 4).
- iii) if the subject is plural masculine then the predicate will also be plural masculine (see sentence 7).
- iv) if the subject is plural feminine then the predicate also will be plural feminine (see sentence 8).
- v) if the subject is nonpersonal plural i.e. non-humanbeing then the predicate will be singular feminine irrespective of its gender (see sentences 5 & 6).

In other words we can say that the predicate will be in complete agreement with the subject—in number and gender. However, nonpersonal plural subject will take singular feminine predicate.

- vi) in simple nominal sentences, both the subject and the predicate will be in the nominative case i.e. the terminal letters of the two nouns will have dammah (or its substitute) like **ون** in **جَالِسُونَ** etc.

We should also know here that a preposition followed by a noun can also make predicate. However, in such cases the terminal letter of the noun occurring after the preposition will have kasrah. For example **في** is a preposition meaning: in or inside. Now we want to say that: The dog is in the house. We would say this in Arabic as follows:

الْكَلْبُ فِي الْبَيْتِ

You can see for yourself in the sentence above that the noun **الْبَيْتِ** has *kasrah* below the Taa **ت** which is the terminal letter in this case.

### Genders:

Before proceeding any further I would like to explain one more thing. It is about the gender of the nouns. There are only two genders in Arabic as follows:

- i) Masculine gender
- ii) Feminine gender

There is no neutral gender in Arabic. A noun has to be necessarily either a masculine gender noun or a feminine gender noun.

All nouns in Arabic may be considered as masculine gender nouns unless

they specifically mean a feminine/female e.g. أُم i. e. mother and بنت i. e. girl.

There are a few exceptions to this rule.

All such nouns which terminate with a round Taa ة, they are necessarily treated as the feminine gender nouns (with a few exceptions) . For example:

Chair	كراسَة
Table	طاولة
Girl student	طالبة

### Number:

Arabic has three numbers i.e. (1) Singular or mofrad مفرد, (2) dual or Mothannaa مثنى, and (3) plural or Jam'a جمع. Henceforth in the lessons of this book we propose to mention plural & singular together as far as possible. Details regarding formation of plural & dual shall be discussed in lesson no. 18.

### Exercises:

- 1) Read and write the sentences given in this lesson.
- 2) Read and write the following words:

sitting	جَالِسٌ (p. جَالِسُونَ)	big	كَبِيرٌ (p. كِبَارٌ)
absent	غَائِبٌ (p. غَائِبُونَ)	small	صَغِيرٌ (p. صَغَارٌ)
open	مَفْتُوحٌ	studious	مُجْتَهِدٌ (p. مُجْتَهِدُونَ)
writer	كَاتِبٌ (p. كَاتِبُونَ)	bag	حَقِيْبَةٌ (p. حَقَائِبٌ)
clerk	كَاتِبٌ (p. كَتَبَةٌ)	fan	مِرْوَحَةٌ (p. مِرَاوِحٌ)
busy	مَشْغُولٌ (p. مَشْغُولُونَ)	lamp	مِصْبَاحٌ (p. مِصَابِيحٌ)
motor-car	سَيَّارَةٌ (p. سَيَّارَاتٌ)	officer	مَوْظِفٌ (p. مَوْظِفُونَ)
servant	خَادِمٌ (p. خَدَمٌ)	newspaper	جَرِيدَةٌ (p. جَرَائِدٌ)
aeroplane	طَائِرَةٌ (p. طَائِرَاتٌ)		

- 3) Make sentences from the following pairs as explained in the lesson:

lady teachers	١. مُدَرِّسَاتٌ (PF)
present	مَوْجُودَاتٌ
airhostesses/waiteresses	٢. مُضَيِّفَاتٌ (PF)

standing	وَالْقَائِمَات
students	٣. طُلَّاب (PM)
present	مَوْجُودُونَ
officers; employees	٤. مُوظَّفُونَ (PM)
absent	غَائِبُونَ
motorcars	٥. سَيَّارَات (Pl. nonpersonal)
new	جَدِيدَةٌ
elephants	٦. أَفْيَال (Pl. nonpersonal)
big; huge	كَبِيرَةٌ
cat	٧. قِطَّة (SF)
beautiful	جَمِيلَةٌ
city	٨. مَدِينَةٌ (SF)
old	قَدِيمَةٌ
pens	٩. أَقْلَام (Pl. nonpersonal)
expensive	ثَمِينَةٌ
watchman	١٠. حَارِس (SM)
active	نَشِيطٌ

## 4) Translate into English:

الْأُسْتَاذُ مَوْجُودٌ . الْأُسْتَاذُ مَوْجُودٌ فِي الْفَضْلِ . الْأُسْتَاذُ وَقِفْتُ . الْأُسْتَاذُ وَقِفْتُ أَمَامَ السُّبُورَةِ .  
 الْكِتَابُ فِي يَدِ الْأُسْتَاذِ . الْكِتَابُ مَفْتُوحٌ . الْأُسْتَاذُ كَاتِبٌ عَلَى السُّبُورَةِ بِالطَّبَاشِيرِ . الطُّلَّابُ  
 جَالِسُونَ عَلَى الْكَرَاسِيِّ . الطُّلَّابُ كَاتِبُونَ فِي الْكَرَاسَاتِ . الطُّلَّابُ جَالِسَاتٌ عَلَى الْكَرَاسِيِّ .  
 الطُّلَّابُ كَاتِبَاتٌ فِي الْكَرَاسَاتِ . الْغُرْفَةُ وَاسِعَةٌ وَنَظِيفَةٌ .

## Translate into Arabic:

- (A) The College is big. The College is in the city. The College has many rooms. The rooms are big. The College has a library. The library is big. There are many books in the library.
- (B) The school is small. The school is in the village. The school has many rooms. The rooms are small. The school has a library. The library is

small. There are books in the library. The school has a playground. The playground is big. The school has a room for teachers. The room is big & beautiful.

## Glossary:

## الكلمات العسيرة

College (P. كُليَّات) (SF) كُليَّة	Teacher, professor (P. أَساتِذَة) أَساتِذ
City (p. مَدُن) (SF) مَدِينَة	Class, classroom (P. فُصُول) (SM) فُضْل
For (have/has) (Prep.) لِ	Standing (P. وَاقِفُون) (SM) وَاقِف
Room (P. غُرَف) (SF) غُرْفَة	Infront of, facing (Adv. of place) أَمَام
A number/ many عَدَد	Black-board (P. سَبُورَات) (SF) سَبُورَة
A number of/many عَدَد مِنْ	Book (P. كُتُب) (SM) كِتَاب
Library (P. مَكْتَبَات) (SF) مَكْتَبَة	Hand (P. أَيْدٍ) (SF) يَد
School (P. مَدَارِس) (SF) مَدْرَسَة	Writing/writer (P. كَاتِبُون) (SM) كَاتِب
The school has لِلْمَدْرَسَة	Big, spacious ✓ (Adj. SM) وَاسِع
Small (Adj. SM) صَغِير	Clean (Adj. SM) نَظِيف
Big (Adj. SM) كَبِير	Village (P. قُرَى) (SM) قَرْيَة
Beautiful (Adj. SM) جَمِيل	Ground, playground (P. مَيَادِين) (SM) مَيْدَان



## LESSON — 9

## الدرس — ٩

### The Pronouns

### الضمائر

#### (A) The Nominative pronouns الضمائر المنفصلة

He is a boy.	هُوَ وَلَدٌ .
He is a man.	هُوَ رَجُلٌ .
They are boys.	هُمْ أَوْلَادٌ .
They are men.	هُمْ رِجَالٌ .
She is a cook.	هِيَ طَبَاخَةٌ .
She is a student .	هِيَ طَالِبَةٌ .
They are (lady) cooks.	هُنَّ طَبَاخَاتٌ .
They are (girl) students.	هُنَّ طَالِبَاتٌ .
You are (boy) student.	أَنْتَ طَالِبٌ .
You are a (man)grocer. ✓	أَنْتَ بَقَّالٌ .
You are a (boy) students.	أَنْتُمْ طُلَّابٌ .
You are (men) grocers.	أَنْتُمْ بَقَّالُونَ .
You are a girl.	أَنْتِ بِنْتٌ .
You are a (lady) worker.	أَنْتِ عَامِلَةٌ .
You are girls.	أَنْتُنَّ بَنَاتٌ .
You are (lady) workers.	أَنْتُنَّ عَامِلَاتٌ .
I am a teacher.	أَنَا مُدَرِّسٌ .
I am a (lady) teacher.	أَنَا مُدَرِّسَةٌ .
We are (boy) students.	نَحْنُ طُلَّابٌ .
We are (girl) students.	نَحْنُ طَالِبَاتٌ .

Personal noun or pronoun is a word that replaces a proper noun i.e. a name or a noun. There are two kinds of these personal nouns:

a) Nominative pronouns الضمائر المنفصلة

b) Accusative and possessive pronouns الضمائر المتصلة

## Nominative pronouns :

## i) Third person صيغة الغائب

He

هُوَ

She

هِيَ

They (PM)

هُمْ

They (PF)

هُنَّ

## ii) Second Person صيغة الحاضر

You (SM)

أَنْتَ

You (SF)

أَنْتِ

You (PM)

أَنْتُمْ

You (PF)

أَنْتُنَّ

## iii) First Person صيغة المتكلم

I (SM &amp; F)

أَنَا

We (PM &amp; F)

نَحْنُ

All nominative pronouns can be used as first part of simple nominal sentences as has been shown in this lesson.

They are always written separately. That is precisely the reason that they are called الضمائر المنفصلة or separately written pronouns.

## Exercises:

- 1) Separate all the nominative pronouns i.e. personal nouns (of the nominative case) from the sentences given below and use them in phrases/ sentences of your own:

هَلْ أَنْتَ سَائِقٌ؟

هُوَ رَجُلٌ.

نَعَمْ، أَنَا سَائِقٌ.

هُوَ سَائِقٌ.

لَا، أَنَا أَسْتَاذٌ.

هُمْ رِجَالٌ.

هَلْ أَنْتُمْ ذَاهِبُونَ؟

هُمْ سَائِقُونَ.

نَعَمْ، نَحْنُ ذَاهِبُونَ إِلَى الْجَامِعَةِ.

هِيَ بِنْتُ.

هِيَ طَالِبَةٌ.	لَا، نَحْنُ قَادِمُونَ مِنَ الْمَكْتَبَةِ.
هُنَّ بَنَاتٌ.	مَنْ أَنْتِ؟
هُنَّ طَالِبَاتٌ.	أَنَا خَادِمَةٌ.
أَيْنَ أَنْتِ ذَاهِبٌ.	مَنْ أَنْتُنَّ؟
أَنَا ذَاهِبٌ إِلَى الْجَامِعَةِ.	نَحْنُ طَالِبَاتٌ.
مَا هَذَا؟	هَذَا كِتَابِي.
مَاذَا فِي يَدِكَ؟	هَذَا قَلَمٌ فِي يَدِي.

- 2) Use suitable pronoun with each of the following nouns to make meaningful sentences:

الف:	أَبٌ	أُمٌّ	مَدْرَسَةٌ	كَاتِبٌ	مُدْرَسٌ
	طَالِبَةٌ	مُهَنْدِسٌ	مَوْظِفٌ	بَقَالٌ	رَئِيسٌ
	عَالِمٌ	خَادِمَةٌ	طَبَّاحٌ	خَادِمٌ	
ب:	آبَاءٌ	أُمَّهَاتٌ	مُدْرَسَاتٌ	كُتَبَةٌ	مُدْرَسُونَ
	طَالِبَاتٌ	مُهَنْدِسُونَ	مَوْظِفُونَ	بِقَالُونَ	رُؤُوسَاءُ
	عُلَمَاءُ	خَادِمَاتٌ	طَبَّاحُونَ	خَدَمٌ	

- (3) Translate into Arabic:

He is a teacher. He is a teacher in a school. She is a teacher. She is a teacher in a school. They are students. Are you also in the school? No, I am in the post office. Is he a worker in the school. Yes, he is a worker in this school. Are you also in this school. No, we are in an office.

## LESSON — 10

## الدرس — ١٠

### The Pronouns

### الضمائر

#### (B) The Possessive Pronouns or The Accusative/Genitive

##### الضمائر المتصلة

The boy's book is on the table.

كِتَابُ الْوَلَدِ عَلَى الطَّاوِلَةِ.

His book is new.

كِتَابُهُ جَدِيدٌ.

His book is open.

كِتَابُهُ مَفْتُوحٌ.

He is a professor. ✓

هُوَ أَسْتَاذٌ.

In his hand is a lighter.

فِي يَدِهِ وَلَاعَةٌ.

(He has a lighter in his hand)

His lighter is expensive. ✓

وَلَاعَتُهُ غَالِيَةٌ.

This is the girl's notebook.

هَذِهِ كُرَّاسَةُ الْبِنْتِ.

Her notebook is on the table.

كُرَّاسَتُهَا عَلَى الطَّاوِلَةِ.

Their (men) books are on the table.

كُتُبُهُمْ عَلَى الطَّاوِلَةِ.

Their (women) notebooks are in the bags.

كُرَّاسَاتُهُنَّ فِي الْحَقَائِبِ.

Where is your (SM) bag?

أَيْنَ حَقِيَّتُكَ؟

Are your (PM) bags in the room?

هَلْ حَقَائِبُكُمْ فِي الْغُرْفَةِ؟

Your (SF) pen is in my (SMF) hand.

قَلَمُكَ فِي يَدِي.

Are your (PF) pens in the bags.

هَلْ أَقْلَامُكُمْ فِي الْحَقَائِبِ؟

My (SMF) car is in front of the office.

سَيَّارَتِي أَمَامَ الْمَكْتَبِ.

Our (PMF) friend is coming.

صَدِيقُنَا قَادِمٌ.

Accusative/ genitive or possessive pronouns:

These pronouns are as follows:

#### i) Third person صيغة الغائب

Her, hers

هَا

His, of his

هُ

Their, Theirs (PF)

هُنَّ

Their, Theirs (PM)

هُمْ

## ii) Second person صيغة الحاضر

Your, Yours (SF)	كَ	Your, Yours (SM)	كَ
Your, Yours (PF)	كُنْ	Your, Yours (PM)	كُم

## iii) First person صيغة المتكلم

Our, ours (PM&F)	نَا	My, mine (SM&F)	يَ
------------------	-----	-----------------	----

The foregoing set of pronouns can be used to show possessor or they may be used after a preposition. They are also used as objects of the verbs.

They all have their fixed forms/sounds. Only هُ / هُمْ and هُنْ are read as هِمْ / هِم and هُنْ wherever they are preceded by a *kasrah* or يَ Yaa. Pronoun يَ of first person singular meaning 'my/ mine' is ordinarily read as elongative يَ with *kasrah* preceding it.

It may also be underlined here that these pronouns are joined to their preceding words/ letters wherever possible and hence comes the name الضمائر المتصلة.

## Exercises:

1) Separate all the accusative/ genitive or possessive pronouns from the sentences given below and use them in phrases/ sentences of your own:

كِتَابُكَ	كِتَابُهُنَّ	كِتَابُهَا	قَلَمُهُ	كِتَابُهُ	(a)
كِتَابُنَا	كِتَابِي	كِتَابُكُنَّ	كِتَابِكَ	كِتَابُكُمْ	

هَذِهِ مَجَلَّتِي فِي يَدِي.	هَذَا كِتَابُهُ. مَا هَذَا فِي يَدِكَ؟	(b)
ذَلِكَ قَلَمُكَ .	مَا ذَلِكَ؟	
ذَلِكَ مِنْدِيلٌ فِي جَيْبِي .	مَا ذَلِكَ فِي جَيْبِكَ؟	
فِي غُرْفَتِهِ صَدِيقُهُ	مَنْ فِي غُرْفَتِهِ؟	
فِي يَدِهَا مَجَلَّتُهَا.	مَاذَا فِي يَدِهَا؟	
لَا، أَخُوهُ حَاضِرٌ.	هَلْ أَخُوهُ غَائِبٌ؟	

2) Use the following pronouns in sentences/ phrases:

كَ	هُنَّ	هُم	هَا	هُ
نَا	يَ	كُنْ	كُم	كَ

## (3) Translate into Arabic:

He is Sameer. He has a family. His family is small. She is Rani. She is his wife. He is Nafe. He is his son. She is sameera. She is his daughter. Their house is big & beautiful. Who are you? I am Shyam. I am their cook. Who is she? She is Romila. She is their maidservant. Where is your house? My house is in R.K. Puram. We are Shuji, Sana & Sunaina. Our house is in Munirka.

## Glossary ~

## الكلمات العسيرة

Boy	وَلَدٌ (اولاد PM)
Man	رَجُلٌ (رجال PM)
Cook	طَبَّاخٌ (طباخون PM)
Lady cook	طَبَّاحَةٌ (طباخات PF)
Boy student	طَالِبٌ (طلاب PM)
Girl student	طَالِبَةٌ (طالبات PF)
Grocer	بَقَّالٌ (بقالون PM)
Daughter/girl	بِنْتُ (بنات PF)
Lady worker	عَامِلَةٌ (عاملات PF)
Teacher	مُدَرِّسٌ (مدرسون PM)
Lady teacher	مُدْرَسَةٌ (مدرسات PF)
Persent	حَاضِرٌ (حاضرون PM)
Absent	غَائِبٌ (غائبون PM)
Driver	سَائِقٌ (سائقون PM)

It is an interrogative pronoun

هَلْ:

When used to open a sentence it suitably modifies the sentence into interrogative.

University	(Pl. nonpersonal جامعات (SF) (PM
Going, goer	ذَاهِبٌ (ذَاهِبُونَ (PM
Coming, comer	قَادِمٌ (قَادِمُونَ (PM
Maidservant	✓ خَادِمَةٌ (خَادِمَاتُ (PF
Door	بَابٌ (SM) (Pl. nonpersonal أَبْوَابُ
Office	✓ مَكْتَبٌ (SM) (Pl. nonpersonal مَكَاتِبُ
Notebook	كُرَّاسَةٌ (SF) (Pl. nonpersonal كُرَّاسَاتُ
Book	كِتَابٌ (SM) (Pl. nonpersonal كُتُبُ
Chair	كُرْسِيٌّ (SM) (Pl. nonpersonal كُرَاسِيُ
Table	طَاوِلَةٌ (SF) (Pl. nonpersonal طَاوِلَاتُ
Engineer	✓ مُهَنْدِسٌ (مُهَنْدِسُونَ (PM
Official/officer	✓ مُوَظَّفٌ (مُوظَّفُونَ (PM
Place of worship	✓ مَعْبَدٌ (Pl. nonpersonal مَعَابِدُ
President/chief/ head	رَئِيسٌ (رُؤَسَاءُ (PM
Lecture	مُحَاضَرَةٌ (SF) (Pl. nonpersonal مُحَاضَرَاتُ
College	كُلِّيَّةٌ (SF) (Pl. nonpersonal كُلِّيَّاتُ
Pen	قَلَمٌ (SM) (Pl. nonpersonal أَقْلَامُ
Lesson	دُرُسٌ (SM) (Pl. nonpersonal دُرُوسُ
Lighter	وَلَاعَةٌ (SF) (Pl. nonpersonal وَلَاعَاتُ
On	عَلَى (Prep.)
New	جَدِيدٌ (Adj.)
Open	مَفْتُوحٌ (VN/Adj.)
Dear/ expensive	✓ غَالِيَةٌ (Adj./SF)
Bag	حَقِيْبَةٌ (SF) (Pl. nonpersonal حَقَائِبُ

Room	(Pl. nonpersonal غُرَفَ) (SF)
Car	(Pl. nonpersonal سِيَّارَاتُ) (SF)
Infront of	(Adv. used as preposition.) أَمَامَ
Friend	(PM أَصْدِقَاءُ)
Magazine	(Pl. nonpersonal مَجَلَّاتُ) (SF)
That	(SM) ذَلِكَ
This	(SM) هَذَا
Pocket	(Pl. nonpersonal جُيُوبُ) (SM)
Hand-kerchief	(Pl. nonpersonal مَنَادِيلُ) (SM)
Brother	(P. إِخْوَانُ) (SM)
(Boy's name) Sameer	سَمِيرُ
Family	(Pl. nonpersonal أُسَرٌ) (SF)
He has a family	لَهُ أُسْرَةٌ
Rani (girl's name)	رَانِي
Small	(Adj. SM) صَغِيرٌ
Big	(Adj. SM) كَبِيرٌ
Beautiful	(Adj. SM) جَمِيلٌ
Romila (girl's name)	رُومِيْلَا
(Girl's name) Sameera	سَمِيرَة
House	(Pl. nonpersonal بُيُوتُ) (SM)
Nafe (boy's name)	نَافِعُ
(Girl's name) Sunaina	سُنَيْنَا
Munirka (name of a locality)	مُنِيرْكََا
Son	(P. أَبْنَاءُ) (SM)



## Demonstrative And Interrogative Pronouns اسماء الاشارة و حروف الاستفهام

- |                             |                            |
|-----------------------------|----------------------------|
| 1. This is a boy.           | ١. هَذَا وَلَدٌ.           |
| 2. This is a lion .         | ٢. هَذَا أَسَدٌ.           |
| 3. This is a book.          | ٣. هَذَا كِتَابٌ.          |
| 4. This is a girl.          | ٤. هَذِهِ بِنْتُ.          |
| 5. This is a lioness.       | ٥. هَذِهِ لَيُونَةٌ.       |
| 6. This is a notebook.      | ٦. هَذِهِ كُرَّاسَةٌ.      |
| 7. These are boys.          | ٧. هَؤُلَاءِ أَوْلَادٌ.    |
| 8. These are girls.         | ٨. هَؤُلَاءِ بَنَاتٌ.      |
| 9. These are books.         | ٩. هَذِهِ كُتُبٌ.          |
| 10. These are lions.        | ١٠. هَذِهِ أَسَدٌ.         |
| 11. These are lionesses.    | ١١. هَذِهِ لَيُونَاتٌ.     |
| 12. These are notebooks.    | ١٢. هَذِهِ كُرَّاسَاتٌ.    |
| 13. That is an officer.     | ١٣. ذَلِكَ مُوْظِفٌ.       |
| 14. That is a chair.        | ١٤. ذَلِكَ كُرْسِيٌّ.      |
| 15. That is a dog.          | ١٥. ذَلِكَ كَلْبٌ.         |
| 16. That is a ladyteacher.  | ١٦. تِلْكَ مُدْرَسَةٌ.     |
| 17. That is a table.        | ١٧. تِلْكَ طَاوِلَةٌ.      |
| 18. That is a bitch. ✓      | ١٨. تِلْكَ كَلْبَةٌ.       |
| 19. Those are officers.     | ١٩. أُولَئِكَ مُوْظِفُونَ. |
| 20. Those are ladyteachers. | ٢٠. أُولَئِكَ مُدْرَسَاتٌ. |
| 21. Those are chairs .      | ٢١. تِلْكَ كُرَاسِيٌّ.     |
| 22. Those are tables.       | ٢٢. تِلْكَ طَاوِلَاتٌ .    |
| 23. Those are dogs .        | ٢٣. تِلْكَ كِلَابٌ .       |
| 24. Those are bitches.      | ٢٤. تِلْكَ كَلْبَاتٌ .     |

- |                                  |   |
|----------------------------------|---|
| 25. This pen is new.             | ٢٥. هَذَا الْقَلَمُ جَدِيدٌ.            |
| 26. This man is an engineer.     | ٢٦. هَذَا الرَّجُلُ مُهَنْدِسٌ.         |
| 27. This girl is a student.      | ٢٧. هَذِهِ الْبِنْتُ طَالِبَةٌ.         |
| 28. These pens are new.          | ٢٨. هَذِهِ الْأَقْلَامُ جَدِيدَةٌ.      |
| 29. These men are engineers.     | ٢٩. هَؤُلَاءِ الرِّجَالُ مُهَنْدِسُونَ. |
| 30. These girls are students.    | ٣٠. هَؤُلَاءِ الْبَنَاتُ طَالِبَاتٌ.    |
| 31. That pen is old.             | ٣١. ذَلِكَ الْقَلَمُ قَدِيمٌ.           |
| 32. That man is hardworking.     | ٣٢. ذَلِكَ الرَّجُلُ مُجْتَهِدٌ.        |
| 33. Those books are old.         | ٣٣. تِلْكَ الْكُتُبُ قَدِيمَةٌ.         |
| 34. Those women are hardworking. | ٣٤. أُولَئِكَ النِّسَاءُ مُجْتَهِدَاتٌ. |
| 35. Those men are engineers.     | ٣٥. أُولَئِكَ الرِّجَالُ مُهَنْدِسُونَ. |

### Grammar:

Like any other language, Arabic also has a number of demonstrative pronouns to point to near and distant objects. They are used as follows:

#### a) Demonstrative pronouns for near objects:

This (SM) هَذَا

It is used with all masculine nouns of singular order.

#### Example:

This is a man.	هَذَا رَجُلٌ.
This is a pen.	هَذَا قَلَمٌ.
This is an elephant.	هَذَا فِيلٌ.
This	هَذِهِ (SF)

It is used with all feminine singular objects.

#### Example:

This is a girl.	هَذِهِ بِنْتُ.
This is a car.	هَذِهِ سَيَّارَةٌ.
This is a cat.	هَذِهِ قِطَّةٌ.
These	هَؤُلَاءِ (PM & F)

It is used with the plurals of all feminine and masculine nouns that indicate personal nouns i.e. humanbeings.

Example:

These are men.

هَؤُلَاءِ رِجَالٌ.

These are women.

هَؤُلَاءِ نِسَاءٌ.

With the nonpersonal plurals (anything other than humanbeings), the singular feminine demonstrative pronoun is used i.e. هَذِهِ.

Example:

These are pens.

هَذِهِ أَقْلَامٌ.

These are elephants.

هَذِهِ أَفْيَالٌ.

These are motorcars.

هَذِهِ سَيَّارَاتٌ.

These are cats

هَذِهِ قِطَطٌ.

3) Demonstrative pronouns for distant objects:

That

(SM) ذَلِكَ

It is used with all singular masculine objects.

Example:

That is a man.

ذَلِكَ رَجُلٌ.

That is a pen.

ذَلِكَ قَلَمٌ.

That is an elephant.

ذَلِكَ فِيلٌ.

That

(SF) تِلْكَ

It is used with all singular feminine objects.

Example:

That is a woman.

تِلْكَ امْرَأَةٌ.

That is a motorcar.

تِلْكَ سَيَّارَةٌ.

That is a cat.

تِلْكَ قِطَّةٌ.

Those

(PM & F) أُولَئِكَ

It is used with the plurals of such feminine and masculine nouns which indicate only humanbeings.

**Example:**

Those are men

أُولَئِكَ رِجَالٌ .

Those are women

أُولَئِكَ نِسَاءٌ .

And with the plurals of feminine and masculine nonpersonal nouns, the singular feminine demonstrative pronoun is used.

**Example:**

Those are pens.

تِلْكَ أَقْلَامٌ .

Those are motorcars.

تِلْكَ سَيَّارَاتٌ .

Those are elephants .

تِلْكَ أَفْيَالٌ .

Those are cats.

تِلْكَ قِطَطٌ .

**Interrogative pronouns:**

مَا، مَنْ، هَلْ، أ

Maa i.e. مَا is placed before a pronoun to ask a question, e. g. مَا هَذَا

What is this?

مَا هَذَا؟

What is that?

مَا ذَلِكَ؟

It may be noted that مَا is used only for nonpersonal objects, whereas مَنْ is used to introduce a question for personal nouns e.g. مَنْ هَذَا الْوَلَدُ؟, who is this boy?, and مَنْ هُوَ i.e. who is he?, and مَنْ هِيَ i.e. who is she?

هَلْ & أ i.e. Hal & Hamza for interrogation have no meanings of their own. When they (anyone of them at one time) are placed before a sentence, they can give varied meanings like Is, are & am in question mood or do, does etc. in the beginning of the sentences in question mood, e.g.

Is he a boy?

هَلْ هُوَ وَلَدٌ؟

Are these boys?

هَلْ هَؤُلَاءِ أَوْلَادٌ؟

Hamza can replace هَلْ fully and the meaning of the sentence remains the same as when هَلْ is used e.g.

Is he a boy?

أَهُوَ وَلَدٌ؟

Are these boys?

أَهَؤُلَاءِ أَوْلَادٌ؟

However it should be noted carefully that beside this use as above, Hamza is

used for introducing negative interrogative sentences, e.g.

Is he not a boy?

أَمَا هُوَ وَلَدٌ؟

It is also used for introducing such interrogative questions where answer has to be fixed, e.g.

Is he a teacher or a worker?

أَهُوَ مُدَرِّسٌ أَمْ عَامِلٌ؟

In sum, هَلْ & أ can be used to replace each other in interrogative sentences where answers can be yes or no, while only Hamza أ can be used in negative interrogative and interrogative where answer has to be fixed and specified, and where in answer yes or no can not suffice.

### Exercises:

- 1) Read every sentence of this lesson very carefully and write it for as many times as you can
- 2) Use all the nouns given below with appropriate demonstrative pronouns of near and distant objects:

Indian	(SM) هِنْدِيّ	Student	(SM) طَالِب
Cock	(SM) دِيك	Orchard	(SM) بُسْتَان
Garden	(SF) حَدِيقَة	Bed	(SM) سَرِير
Indian	(SF) هِنْدِيَّة	Girl-Student	(SF) طَالِبَة
Newspaper	(SF) جَرِيدَة	Hen	(SF) دَجَاجَة
Students	(PM) طُلَّاب	Magazine	(SF) مَجَلَّة
Orchards	(NPP) بَسَاتِينُ *	Indians	(PM) هِنُود
Beds	(NPP) سُرُر	Cocks	(NPP) دُيُوك
Girl-students	(PF) طَالِبَات	Gardens	(NPP) حَدَائِقُ *
Newspapers	(NPP) جَرَائِدُ *	Indians	(PF) هِنْدِيَّات
		Magazines	(NPP) مَجَلَّات

3. Use interrogative pronouns appropriatiely in some of your sentences.

---

\* Diptote i.e. the terminal letter can not allow nunnation.

## 4. Translate into Arabic:

This is a watch and that is a church.

This is a temple and that is a mosque.

This is a notebook and that is a book.

This is a house & that is a hut.

This is a radio & that is a television.

## 5. Translate into English:

أَهَذَا كَلْبٌ أَمْ أَسَدٌ؟ هَذِهِ قِطَّةٌ وَتِلْكَ عُصْفُورَةٌ . مَنْ هَؤُلَاءِ الْأَوْلَادُ؟ هَؤُلَاءِ الْأَوْلَادُ طُلَّابٌ فِي الْمَدْرَسَةِ. مَنْ هَذَا؟ هَذَا رَسَامٌ وَذَلِكَ مِرْسَمٌ. أَتِلْكَ بِنْتُ؟ أَمَا هِيَ مَدْرَسَةٌ؟ بَلَى، هِيَ مَدْرَسَةٌ. أَمَا هُوَ طَالِبٌ؟ بَلَى، هُوَ مُدَرِّسٌ.

## Note:

Yes

بَلَى

When the answer is affirmative to an interrogative negative.

Yes

نَعَمْ

This would also mean 'no' when the answer is negative to a negative interrogative as above, otherwise it is yes.

No

لَا

## Glossary

## الكلمات العسيرة

Hour/ watch	(P) سَاعَاتُ	(SF) سَاعَةٌ
Church	(P) كَنَائِسُ	(SF) كَنِيسَةٌ
Place of worship	(P) مَعَابِدُ	(SM) مَعْبَدٌ
Copybook, notebook	(P) كُرَّاسَاتُ	(SF) كُرَّاسَةٌ
Book	(P) كُتُبُ	(SM) كِتَابٌ
House	(P) بُيُوتُ	(SM) بَيْتٌ
Hut	(P) أَكْوَاحُ	(SM) كُوخٌ
Radio	(P) مَذَائِيعُ	(SM) مِذْبَاحٌ
Television	(P) تِلْفِزِيُونَاتُ	(SM) تِلْفِزِيُونٌ
Dog	(P) كِلَابٌ	(SM) كَلْبٌ
Bitch	(P) كِلَابَاتُ	(SF) كَلْبَةٌ

Lion	أُسْد (P)	أَسَد (SM)
Cat	قِطَاث (P)	قِطَّة (SF)
Tomcat	قِطَط (P)	قِطَّ (SM)
Sparrow	عَصَافِيرُ (P)	عَصْفُورَة (SF)
Who	(interrogative — all persons & all numbers) مَنْ	
Boy	أَوْلَاد (P)	وَلَد (SM)
Boy student	طُلَّاب (P)	طَالِب (SM)
In		فِي (Prep)
School	مَدَارِس (P)	مَدْرَسَة (SF)

What (interrogative — all nonpersonal nouns and all numbers) مَا

At places مَا is also used in the meaning of لَا i.e. no

Studio	مَرَامِس (P)	مِرْسَم (SM)
Painter	رَسَامُونَ (P)	رَسَام (SM)
Girl	بَنَات (P)	بِنْت (SF)
Yes		نَعَمْ
No		لَا

١ It is an interrogative pronoun used as هَلْ

It also has some additional uses as explained in the lesson.

## LESSON — 12

### Proper Noun

This is Shanker.

Shanker is a student in a school  
in Delhi.

Shanker has many friends  
in his school.

These are Nabeel, Mohammad  
and Joseph.

They are Shanker's friend.

Zainab also is a student  
in this school.

These are Lali, Rani and Mamta.

They are Zainab's friends.

Zainab has a good friend  
in the city of Calcutta.

### Grammar:

Proper noun is that specific name by which a certain person or place etc., is referred to.

### Example:

Nabeel

Joseph

Delhi

نَبِيل

جَوْزَف

دِلْهِى

Mohammad

Shanker

Zainab (W)

مُحَمَّد

شَنْكَر

زَيْنَب

## الدرس — ١٢

### اسم العلم

هَذَا شَنْكَر.

شَنْكَر طَالِبٌ فِي مَدْرَسَةٍ  
فِي دِلْهِى.

لِشَنْكَرَ أَصْدِقَاءُ كَثِيرُونَ  
فِي مَدْرَسَتِهِ.

هَؤُلَاءِ نَبِيلٌ وَ مُحَمَّدٌ  
وَجَوْزَف.

هُم أَصْدِقَاءُ شَنْكَر.

زَيْنَبُ أَيْضًا طَالِبَةٌ

فِي هَذِهِ الْمَدْرَسَةِ.

هَؤُلَاءِ لَالِي وَ رَانِي وَ مَامْتَا.

هُنَّ صَدِيقَاتُ زَيْنَب.

لِزَيْنَبِ صَدِيقَةٌ حَمِيمَةٌ

فِي مَدِينَةِ كَالْكُوتَا.



Lali (W)	لَالِي	Calcutta	كَالْكُوتَا
Mamta (W)	مَامَتَا	Rani (W)	رَانِي

It is relevant to tell here that: (i) All non-Arabic names irrespective of their gender, are treated in Arabic as diptotes i.e. they take only one *ḍammah* in the nominative case and one *fatḥah* in the remaining two cases.\* However, for our convenience we can read, write and pronounce them as in the original languages without giving vowel marks to the last letter ii) All masculine Arabic names except those on the patterns of **أحمد** and **عمران** are triptotes i.e they admit all the three cases as a normal noun.

### Example:

Nominative case **مُحَمَّدٌ** Accusative case **مُحَمَّدًا** Genitive case **مُحَمَّدٍ** .

iii) Masculine names on the patterns of **أحمد** and **عمران**, are diptotes.

### Examples:

Nominative case	أَحْمَدُ
Accusative case	أَحْمَدًا
Genitive case	أَحْمَدٍ

iv) All feminine Arabic names are diptotes except **هند**.

### Example:

Nominative case	زَيْنَبُ
Accusative case	زَيْنَبًا
Genitive case	زَيْنَبٍ

\* There are three cases in Arabic. They are: (1) Nominative case, (2) Accusative case and (3) Genitive case. Details follow in lessons 13 & 14.

However, those names which are bedecked with the definite article **ال**, they are generally treated as triptotes.

Cairo	الْقَاهِرَةُ
Medina	الْمَدِينَةُ

vi) We do not prefix **ال** to the names of persons. However, some Arabic names do have **ال** as their integral part.

vii) Some names of places have **ال** and some others do not have. This has to be acquired slowly.

The name **هند** in Arabic is treated as triptote:

Nominative case	هِنْدُ (Hind)
Accusative case	هِنْدًا
Genitive case	هِنْدٍ

v) Names of places are generally diptotes :

Nominative case	مِصْرُ (Egypt)
Accusative case	مِصْرًا
Genitive case	مِصْرٍ

### Exercises:

1) Translate the following into English :

- |  |  |
|--|--|
| ١. دِلْهِى مَدِينَةُ فِي الْهِنْدِ.              | ٢. زَيْنَبُ طَالِبَةٌ فِي الْكُلْيَةِ. |
| ٣. مُحَمَّدٌ مَوْظَفٌ فِي الْمَكْتَبِ.           | ٤. هِنْدٌ مُدْرَسَةٌ فِي الْجَامِعَةِ. |
| ٥. هَلْ شَنْكَرُ ابْنُكَ؟                        | ٦. هَلْ آشَا أُخْتُكَ؟                 |
| ٧. هُوَ عَادِلٌ وَ أَنَا جَمِيلٌ.                | ٨. هَذَا السَّيِّدُ نَبِيلٌ.           |
| ٩. هِيَ بِنْتُ. اسْمُهَا أَمِينَا. هِيَ أُخْتِي. | ١٠. هُوَ وَالِدِي. اسْمُهُ عَزِيزٌ.    |

2) Translate into Arabic:

- 1) That is a boy . He is my brother. His name is Ashok.
- 2) That girl is my sister. Her name is Usha.
- 3) He is Mr. Shamlal. He is an engineer.
- 4) His name is Mr. Adil. His pen is new.
- 5) Her name is Mrs. Lalima. She is a teacher.
- 6) What is her name? Is she your wife?
- 7) She is Miss Fatima. She is my sister.
- 8) Her name is Sunaina. She is my daughter.
- 9) Mr. Hari is a clerk in my office.
- 10) Is he your driver? What is his name?

3) Separate all the proper nouns in exercises. Nos: 1 and 2, and use them in sentences of your own.

**Glossary:**

**الكلمات العسيرة**

India	الْهِنْدُ	City	(P) مَدِينَة (SF) مُدُنْ
And (conjunctive)	وَ	College	(P) كُليَّة (SF) كُليَّاتْ
Name	(P) اِسْم (SM) اَسْمَاءُ	Mr.	السَّيِّدُ
		Is?	هَلْ

This word is an interrogative pronoun. When placed before positive sentences, it may be translated as; is ; are; am; in the simple nominal sentences and : do; does in the present indefinite and : did in the past indefinite and will, shall in future tense

Brother	(P) اِخْوَة	(SM) أَخْ
Sister	(P) اِخْوَاتْ	(SF) أُخْتْ
Engineer	(P) مُهَنْدِسُونْ	(SM) مُهَنْدِسْ
Miss	(P) اَلْاَوَانِسْ	(SF) اَلْاَنِسَة
Mrs.	(P) اَلْسَيِّدَاتْ	(SF) اَلْسَيِّدَة
Wife	(P) زَوْجَاتْ	(SF) زَوْجَة
Clerk	(P) كَتَبَة	(SM) كَاتِبْ
Driver	(P) سَائِقُونْ	(SM) سَائِقْ

## LESSON — 13

## الدرس — ١٣

### Verb: Past Tense And Cases

### الفعل: صيغة الماضي والحالات

This is Nabeel.

نَبِيل.

He is a student in the University.

لَبَّ فِي الْجَامِعَةِ.

Nabeel went to the University yesterday.

نَبِيلٌ إِلَى الْجَامِعَةِ أَمْسَ.

These are Adil, Shanker and Joseph.

عَادِلٌ وَشَنْكَرٌ وَجَوْزَفُ.

Adil, Shanker and Joseph went

عَادِلٌ وَشَنْكَرٌ وَجَوْزَفُ

to the University

بِالْجَامِعَةِ

to attend the lessons (i.e. classes).

لِإِثْرِ الدُّرُوسِ.

After attending the first lesson,

ضُورِ الدَّرْسِ الْأَوَّلِ

Adil, Shanker and Joseph left

عَادِلٌ وَشَنْكَرٌ وَجَوْزَفُ مِنْ

the class and they went

وَذَهَبُوا

to the canteen for drinking tea.

مَنْطَقَةِ لِشَرْبِ الشَّايِ.

This is Hind.

هِنْدُ.

She is a student in the University.

لَبَّةٌ فِي الْجَامِعَةِ.

Hind went to the University yesterday.

هِنْدٌ إِلَى الْجَامِعَةِ أَمْسَ.

These are Zainab, Maria and Asha.

زَيْنَبُ وَمَارِيَا وَأَشَا.

Zainab, Maria & Asha went

زَيْنَبُ وَمَارِيَا وَأَشَا

to the University to attend the lessons.

بِالْجَامِعَةِ لِحُضُورِ الدُّرُوسِ.

After attending the first lesson,

ضُورِ الدَّرْسِ الْأَوَّلِ

Zainab, Maria & Asha left

ثَ زَيْنَبُ وَمَارِيَا وَأَشَا

the class and they went to the library.

صَلَ وَذَهَبْنَ إِلَى الْمَكْتَبَةِ.

Who are you?

مَنْ؟

I am Hamid.

أَنَا حَامِدٌ.

I am a student in this University.

أَنَا طَالِبٌ فِي هَذِهِ الْجَامِعَةِ.

Did you go to the University yesterday?

هَلْ ذَهَبْتَ إِلَى الْجَامِعَةِ أَمْسٍ؟

Yes, I went to the University yesterday.

نَعَمْ، ذَهَبْتُ إِلَى الْجَامِعَةِ أَمْسٍ.

And who are you?

وَمَنْ أَنْتَ؟

I am Rani.

أَنَا رَانِي.

I am also a student in this University.

أَنَا طَالِبَةٌ أَيْضًا فِي هَذِهِ الْجَامِعَةِ.

Did you go to the University Yesterday?

هَلْ ذَهَبْتَ إِلَى الْجَامِعَةِ أَمْسٍ.

Yes, I went to the University yesterday.

نَعَمْ، ذَهَبْتُ إِلَى الْجَامِعَةِ أَمْسٍ.

Nabeel, Shanker and Joseph, where

نَبِيلَ وَشَنْكِرُ وَجَوْزَفَ، أَيْنَ

did you go (in the) last week?

ذَهَبْتُمْ فِي الْأُسْبُوعِ الْمَاضِي؟

We went to the bookfair

ذَهَبْنَا إِلَى مَعْرَاضِ الْكِتَابِ

(in the) last week.

فِي الْأُسْبُوعِ الْمَاضِي.

And you, Asha, Zainab & Maria,

وَأَنْتِ، أَشَا وَزَيْنَبُ وَمَارِيَا،

did you go to the fair?

هَلْ ذَهَبْتِ إِلَى الْمَعْرَاضِ؟

Yes, we also went to the fair.

نَعَمْ، ذَهَبْنَا أَيْضًا إِلَى الْمَعْرَاضِ.

### Grammar:

Verb is that word which tells us about the happening of some action with reference to time.

### Example:

The student went to his school.

ذَهَبَ الطَّالِبُ إِلَى مَدْرَسَتِهِ.

In the sentence above the word ذَهَبَ 'went' tells us about the happening of an action in the past and it is therefore, a verb. In Arabic there are only two tenses:

1. The Past Tense

صيغة الماضي

2. The Present Tense

صيغة المضارع

Other tenses e.g. past perfect and future etc. are formed from these two basic tenses by adding certain other words. We shall take up in this lesson the verb of the past tense and in the next lesson we shall deal with the verb of the present tense.

### The past tense (verb):

The student went to his school.	ذَهَبَ الطَّالِبُ إِلَى مَدْرَسَتِهِ.
The Students went to their school.	ذَهَبَ الطُّلَّابُ إِلَى مَدْرَسَتِهِمْ.
The students went to their school.	الطُّلَّابُ ذَهَبُوا إِلَى مَدْرَسَتِهِمْ.
The girlstudent went to her school.	ذَهَبَتِ الطَّالِبَةُ إِلَى مَدْرَسَتِهَا.
The girlstudents went to their school.	ذَهَبَتِ الطَّالِبَاتُ إِلَى مَدْرَسَتِهِنَّ.
The girlstudents went to their school.	الطَّالِبَاتُ ذَهَبْنَ إِلَى مَدْرَسَتِهِنَّ.
Did you (SM) go to your school?	هَلْ ذَهَبْتَ إِلَى مَدْرَسَتِكَ؟
Yes, I went to my school.	نَعَمْ، ذَهَبْتُ إِلَى مَدْرَسَتِي.
Did you (PM) go to your school?	هَلْ ذَهَبْتُمْ إِلَى مَدْرَسَتِكُمْ؟
Yes, we went to our school.	نَعَمْ، ذَهَبْنَا إِلَى مَدْرَسَتِنَا.
Did you (SF) go to your school?	هَلْ ذَهَبْتِ إِلَى مَدْرَسَتِكَ؟
Yes, I went to my school.	نَعَمْ، ذَهَبْتُ إِلَى مَدْرَسَتِي.
Did you (PF) go to your school?	هَلْ ذَهَبْتُنَّ إِلَى مَدْرَسَتِكُنَّ؟
Yes, we went to our school.	نَعَمْ ذَهَبْنَا إِلَى مَدْرَسَتِنَا.

A large number of Arabic past tense verbs are composed of three letters. These three letters are called "root letters". Now by prefixing or interfixing one, two or more letters to these root letters we can make many more verbs with meanings akin to the original meanings in the majority of the cases.

The verb with three letters is called in Arabic **الفعل المجرد** i.e. the triliteral verb of the First Stem.

Other verbs which are formed by adding some other letters, are called **الافعال المزيد فيها** i.e. the derived verbs.

All Arabic verbs change according to the number and gender of the subject. It means that for third person singular masculine the verb has a form while for the third person singular feminine there is another form and so on. However, the first person singular of both the masculine and the feminine genders, has a common form of the verb. Similarly, the plural masculine and the plural feminine of the first person have a common form of the verb. These changing forms that obtain according to persons, numbers & genders, are called **صَرَف** i.e. conjugation. Let us take for example the verb:

(He went) **ذَهَبَ**

You should carefully examine the changing forms of this verb i.e. its conjugation so that it would be possible to conjugate other similar verbs.

### III person masculine-feminine:

He went (SM)	<b>ذَهَبَ</b>
They went (PM)	<b>ذَهَبُوا</b>
She went (SF)	<b>ذَهَبَتْ</b>
They went (PF)	<b>ذَهَبْنَ</b>

### II person masculine- feminine:

You went (SM)	<b>ذَهَبْتَ</b>
You went (PM)	<b>ذَهَبْتُمْ</b>
You went (SF)	<b>ذَهَبْتِ</b>
You went (PF)	<b>ذَهَبْتُنَّ</b>

### I person masculine- feminine:

I went (SMF)	<b>ذَهَبْتُ</b>
We went (PMF)	<b>ذَهَبْنَا</b>

It is considered good in Arabic that the sentence should open with the verb. When the verb comes in the beginning of a sentence, it agrees with the subject only in gender. This rule applies to the third person nouns and the verbal forms for the second and the first person nouns always remain the same. The following examples shall further explain the rule:

وَلَدٌ i.e. boy is a singular masculine noun of the third person. Its plural is  
أَوْلَادٌ i.e. boys:

The boy went

ذَهَبَ الْوَلَدُ

The boys went

ذَهَبَ الْأَوْلَادُ

In both the sentences given above the verb ذَهَبَ has come in the beginning and it is precisely because of this reason that the verb agrees with its subject only in gender and person. It does not agree with it here in number. However, there might be occasions where you have to place the verb only after the subject. In such cases the verb has to agree with its subject in number also as you can see in the sentences below:

The boys went to the school  
and sat in the class.

ذَهَبَ الْأَوْلَادُ إِلَى الْمَدْرَسَةِ  
وَجَلَسُوا فِي الْفَصْلِ.

In this sentence as would be clear, there are two verbs of which the second has to be placed after the subject. The verb 'sat' therefore, agrees with its subject in number also beside gender.

The same rule applies to the third person nouns of the feminine gender.

For example بِنْتُ i.e. girl is a singular feminine noun of the third person. Its plural would be بَنَاتٌ i.e. girls.

The girl went

ذَهَبَتِ الْبِنْتُ

The girls went

ذَهَبَتِ الْبَنَاتُ

The girls went

الْبَنَاتُ ذَهَبْنَ

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**Note:** In the English language the verb is often referred to in its infinitive form. However, in Arabic it is referred to in its past tense with its root-letter. For example ذَهَبَ i.e. ذَهَبَ 'He went'. Taking these root letters as the base, the verb is conjugated in the past and in the present imperfect tenses. In the glossary henceforth, I propose to give past, present and the infinitive forms of the verb with its meaning in the English infinitive. For example:

to go      ذَهَبَ / يَذْهَبُ / ذَهَابًا



As explained earlier all the verbal forms for the second and the first person subjects are fixed and remain unchanged in all positions.

### Examples:

I went	ذَهَبْتُ
I went	أَنَا ذَهَبْتُ
I went	ذَهَبْتُ أَنَا

In terms of their meanings the verbs may be divided into two categories. They are:

- |                          |               |
|--------------------------|---------------|
| 1. The intransitive verb | الفعل اللازم  |
| 2. The transitive verb   | الفعل المتعدى |

1. The intransitive verb is the one which takes only the subject and it does not at all require an object. The subject in Arabic is called **الْفَاعِلُ** and the object is called **الْمَفْعُولُ**.

### Example of intransitive verb:

The boy went	ذَهَبَ الْوَلَدُ
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In Arabic the terminal letter of the subject i.e. **الفاعل** always takes *dammah* as would be amply evident from the example above. The noun functioning as subject is considered to be in the nominative case.

2. The meaning of the transitive verb extends to involve an object also beside the subject.

### Example:

The boy opened the book	فَتَحَ الْوَلَدُ الْكِتَابَ
-------------------------	-----------------------------

The object is considered to be in the accusative case and in Arabic the terminal letter of the objectival noun is given *fathah*.

Beside these two cases there is one more grammatical case. It is known as the genitive case.

We have known earlier that if a noun is preceded by a preposition, then the terminal letter of this noun shall have *kasrah*.

### Example:

The boy went to the school.	ذَهَبَ الْوَلَدُ إِلَى الْمَدْرَسَةِ.
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In the sentence above the noun **الْمَدْرَسَةِ** is preceded by **إِلَى** which is a preposition and thus it has a *kasrah*. Any noun that has a *kasrah* for this reason and any other grammatical reason, is considered to be in the genitive case.

In brief we can say that any noun for specific reasons can either be in the nominative case or in the accusative case or in the genitive case. In the nominative case the terminal letter of subject-noun will have *ḍammah*, single if it is a proper noun or any noun defined with the definite article and double if it is a common noun. In this case the *ḍammah* is known as **رفع** Raf'a. In the accusative case the terminal letter of the noun will have *fathah*, single and double as explained in the immediate preceding lines. The *fathah* indicating case terminal is known as **ناصب** Naṣb. In the genitive case the terminal letter of the noun will have *kasrah*, single or double as per rule explained above. Here the *kasrah* is known as **جر** Jarr.

### Exercises:

1) Conjugate the verbs given below and use them in sentence of your own. Remember the difference between the transitive verb and the intransitive verb. Also remember that the subject will take *ḍammah*, the object *fathah* and the noun after the preposition will take *kasrah*.

He wrote

كَتَبَ

He killed

قَتَلَ

He came

قَدِمَ

He sat

جَلَسَ

### 2) Translate into Arabic:

- (a)
1. The boy opened the book.
  2. The girl washed the clothes.
  3. The boys went to the garden.
  4. The girls washed their clothes.
  5. Shiela, did you go to Mumbai?
  6. Mr. Shanker, did you go to the garden?
  7. Did you all (men) go to the college?
  8. Did you all (womem) write your lessons?

9. Yes, we came to your house yesterday.

10. Yes, I sat on the chair.

- (b) Mr. Rashid went to the market. He went on foot. He went to the butchers's shop. He bought some meat and returned to his hostel.
- (c) Yesterday evening I visited my friend in his house. I sat with him in his drawing room. We drank tea. After that we left his house and went to the market. I bought books, notebooks and paper. I also bought apples, grapes, bananas and oranges. When I came back home, my wife saw my friend with me. She asked me: Who is he? I told her: He is my friend. His name is Shahid. When she saw these things in my hands, she asked me: what are these things in your hands? These are fruits and books, I told her.

### 3. Translate into English:

(a) ١. فَتَحَ الْفَرَّاشُ الْمَكْتَبَ.

٢. الطَّالِبَاتُ فَتَحْنَ كُتُبَهُنَّ.

٣. غَسَلَتِ الْخَادِمَةُ الْمَلَابِسَ.

٤. الطُّلَابُ ذَهَبُوا إِلَى الْحَدِيقَةِ.

٥. الْحَارِيسُ جَلَسَ عَلَى الْكُرْسِيِّ.

٦. شَرِبَ الْأُسْتَاذُ الْمَاءَ.

٧. هَلْ ذَهَبْتُمْ إِلَى السُّوقِ أَمْسٍ؟

٨. قَدِمْتُ مِنْ مُومَبَايَ هَذَا الصَّبَاحَ.

٩. هَلْ ذَهَبْتُمْ إِلَى الْكَلْبَةِ فِي الْأُسْبُوعِ الْمَاضِي.

١٠. نَعَمْ، ذَهَبْنَا إِلَى الْكَلْبَةِ فِي الْأُسْبُوعِ الْمَاضِي.

(b) كَانَ الْيَوْمَ مَاطِرًا وَبَارِدًا. وَعَادَ وَالِدِي مِنْ مَكْتَبِهِ فِي الْمَطَرِ. عِنْدَمَا وَصَلَ الْمَنْزَلَ كَانَ مُبْتَلاً.

غَيَّرَ وَالِدِي مَلَابِسَهُ وَجَلَسَ فِي غُرْفَتِهِ. بَعْدَ وَقْتٍ قَلِيلٍ شَكَا وَالِدِي عَنِ الْأَلَمِ فِي صَدْرِهِ.

فَاتَيْتُ بِالتَّامْكِسِيِّ وَأَخَذْتُ وَالِدِي مَعِيَ وَذَهَبْتُ إِلَى الْمُسْتَشْفَى الْعَامِّ. كَانَ قِسْمُ الطَّوَارِي

مُزْدَحِمًا بِالنَّاسِ. جَلَسْنَا عَلَى دَكَّةٍ خَشَبِيَّةٍ فِي إِنْتِظَارِ نَوْبَتِنَا. شَرَحَ وَالِدِي حَالَتَهُ لِلدُّكْتُورِ.

فَحَصَّ الدُّكْتُورُ صَدْرَ وَالِدِي بِالسَّمَاعَةِ وَسَأَلَهُ بَعْضَ الاسْئَلَةِ.

قَالَ الدُّكْتُورُ: أَنْتَ مُصَابٌ بِالْبَرْدِ الشَّدِيدِ لِأَنَّكَ بَقِيتَ فِي الْمَطَرِ لَوَقْتٍ طَوِيلٍ. مِنْ  
الضَّرُورِيِّ بِقَائِكَ فِي الْمَنْزِلِ لِأَسْبُوعٍ. وَكَتَبْتُ لَكَ هَذَا الدُّوَاءَ لِثَلَاثَةِ أَيَّامٍ. أَخَذْتُ الرُّشَّةَ  
مِنَ الدُّكْتُورِ وَرَجَعْنَا لِلْمَنْزِلِ.

### Glossary

### الكلمات العسيرة

Peon ; attendant	(فَرَّاشُونَ p)	فَرَّاشٌ (SM)
He washed		غَسَلَ
Clothes	مَلَابِسُ (P)	مَلْبَسٌ (SM)
He drank		شَرَبَ
Water	مِیَاءَ (P)	مَاءٌ (SM)
Mumbai	(Proper noun)	مُومْبَايَ
Yesterday	(Adv. of time: it does not decline)	أَمْسٍ
From	(Preposition)	مِنْ
Morning		صَبَاحٌ / صُبْحٌ
This morning		هَذَا الصَّبَاحِ / صَبَاحَ الْيَوْمِ
College	كُلِّيَّاتُ (P)	كُلِّيَّةٌ (SF)
Week	أَسَابِيعُ (P)	أُسْبُوعٌ (SM)
Past, last		مَاضِي
Garden	حَدَائِقُ (P)	حَدِيقَةٌ (SF)
He wrote		كَتَبَ
He came		قَدِمَ
On	(Preposition)	عَلَى
On foot		عَلَى الْأَقْدَامِ

To	(Preposition) إِلَى
He was	كَانَ
Rainy	(Adj. SM) مَاطِرٌ
Rain	(P) مَطَرٌ (SM) اُمْطَارٌ
When	(Adv. of time) عِنْدَمَا
He reached	وَصَلَ
House	(P) مَنْزِلٌ (SM) مَنَازِلُ
Wet, drenched	(Adj. SM) مُبْتَلٌ
He changed	غَيَّرَ
After	(Adv. of time) بَعْدَ
Some, little	(Adj. SM) قَلِيلٌ
He complained	شَكَا
About	(Prep.) عَنْ
Pain	(P) أَلَمٌ (SM) آلَامٌ
Chest	(P) صُدُورٌ (SM) صُدُورٌ
He came	أَتَى
He brought	أَتَى بِـ
I brought taxi	أَتَيْتُ بِالتَّأَكْسِي
With	(Preposition) مَعَ
With me	مَعِيَ
Hospital	(P) مُسْتَشْفَى (SM) مُسْتَشْفَيَاتٌ
General, public	(Adj. SM) عَامٌّ

Department	قِسْم (SM) أَقْسَام (P)
Emergency department	قِسْم الطَّوَارِي
Crowded	مُزْدَحِم (SM) (Adj.)
Bench	دُكَّة (SF) دُكَاث (P)
Wait, waiting	إِنْتَظَار (VN/Infinitive)
Turn	نُوبَة (SF) نُوبَات (P)
He explained	شَرَح
Condition, case	حَالَة (SF)
Doctor	دُكْتُور (SM) دُكَاتِرَة (P)
He examined, checked	فَحَصَ
He said	قَالَ
He took	أَخَذَ
I took	أَخَذْتُ
Stethoscope	سَمَاعَة (SF) سَمَاعَات (P)
He asked	سَأَلَ
He asked him	سَأَلَهُ
Some	بَعْض (Partitive Noun)
Hit	مُصَاب (past participle)
Cold	بَرْد (NM)
Caught bad cold	مُصَاب بِالْبَرْدِ الشَّدِيدِ
Because	لَأَنَّ (Causative)
He remained	بَقِيَ

You remained	بَقِيتَ
Long	طَوِيلٌ (Adj. SM)
Necessary/must	ضَرُورِيٌّ (Adj. SM)
Stay	بَقَاءٌ (NM)
Week	أَسْبُوعٌ (SM) (P) أُسَابِيعُ
Medicine	دَوَاءٌ (SM) (P) أَذْوِيَّةٌ
Three	ثَلَاثَةٌ (Adj. N)
Day (of 24 hrs)	يَوْمٌ (SM) (P) أَيَّامٌ
He returned	رَجَعَ
Market, bazar	سُوقٌ (SF) (P) أَسْوَاقٌ
Rashid/ Rasheed	رَشِيدٌ (Male Name)
Butcher	جَزَّارٌ (SM) (P) جَزَّارُونَ
Shop, Showroom	مَحَلٌّ (SM) (P) مَحَلَّاتٌ
Shop	دُكَّانٌ (SM) (P) دُكَّانِينَ
He bought	إِشْتَرَى
Meat	لَحْمٌ (SM) (P) لُحُومٌ
Hostel	دَاخِلِيَّةٌ (SF)
Evening	مَسَاءٌ (SM) (P) أَمْسِيَّاتٌ
(In the) evening	مَسَاءٌ (Adv. of time)
He visited	زَارَ
I visited	زُرْتُ
Friend	صَدِيقٌ (SM) (P) أَصْدِقَاءٌ

Drawingroom	غُرْفَةُ الْإِسْتِقْبَالِ
To drink	شَرِبَ / يَشْرَبُ / شَرَاباً
Tea	شَاي (NM)
Paper	وَرَق (NM)
Apples	تُفَاح (NM)
Grapes	عِنَب (NM)
Banana	مَوْز (NM)
Oranges	بُرْتُقَال (NM)
Wife	زَوْجَةٌ (SF) زَوْجَات (P)
He saw	رَأَى
She saw	رَأَتْ
I told her, I said to her	قُلْتُ لَهَا
Shahid	شَاهِد (Male Name)
Hand	يَد (SF) أَيْدَى (P)
She asked	سَأَلَتْ
Fruits	فَاكِهَةٌ (SF) فَوَاكِهُ (P)



## LESSON — 14

## الدرس — ١٤

### الفعل: صيغة المضارع Verb: Present Tense

Who are you?

مَنْ أَنْتَ؟

I am a teacher.

أَنَا أَسْتَاذٌ.

What is your name?

مَا اسْمُكَ؟

My name is Mohammad.

اسْمِي مُحَمَّدٌ.

Are you Indian?

هَلْ أَنْتَ هِنْدِيٌّ؟

Yes, I am Indian.

نَعَمْ، أَنَا هِنْدِيٌّ.

Who is he?

مَنْ هُوَ؟

He is my colleague.

هُوَ زَمِيلِي.

Where are you going now?

أَيْنَ تَذْهَبُ الْآنَ؟

I am going to the University now.

أَذْهَبُ إِلَى الْجَامِعَةِ الْآنَ.

Is your colleague also going to

هَلْ زَمِيلُكَ أَيْضًا يَذْهَبُ إِلَى

the University

الْجَامِعَةِ؟

Yes, he is also going

نَعَمْ، هُوَ أَيْضًا يَذْهَبُ

to the University.

إِلَى الْجَامِعَةِ.

Who are you?

مَنْ أَنْتِ؟

I am a (lady) teacher.

أَنَا مُدْرِّسَةٌ.

What is your name?

مَا اسْمُكِ؟

My name is Nihad.

اسْمِي نِهَادٌ.

Where do you work?

أَيْنَ تَعْمَلِينَ؟

I work in this University.

أَعْمَلُ فِي هَذِهِ الْجَامِعَةِ.

Where are you going now?

أَيْنَ تَذْهَبِينَ الْآنَ؟

I am going to the hospital now.

أَذْهَبُ إِلَى الْمُسْتَشْفَى الْآنَ.

Who is he?

مَنْ هُوَ؟

He is our teacher.

هُوَ أَسَاتِذُنَا.

Does he go to the University everyday?

هَلْ هُوَ يَذْهَبُ إِلَى الْجَامِعَةِ كُلَّ يَوْمٍ؟

Yes, he goes to the University everyday.

نَعَمْ، هُوَ يَذْهَبُ إِلَى الْجَامِعَةِ كُلَّ يَوْمٍ.

Does Nihad also go to the University everyday?

هَلْ نِهَادُ أَيْضًا تَذْهَبُ إِلَى الْجَامِعَةِ

كُلَّ يَوْمٍ؟

Yes, Nihad also goes to the University everyday.

نَعَمْ، نِهَادُ أَيْضًا تَذْهَبُ إِلَى الْجَامِعَةِ

كُلَّ يَوْمٍ.

Are you (all) students

هَلْ أَنْتُمْ طُلَّابٌ

in this University?

فِي هَذِهِ الْجَامِعَةِ؟

Yes, we are (all) students

نَعَمْ، نَحْنُ طُلَّابٌ

in this University.

فِي هَذِهِ الْجَامِعَةِ.

And who are you (PF)?

وَمَنْ أَنْتُمْ؟

We are (all) students

نَحْنُ طَالِبَاتٌ

in this University.

فِي هَذِهِ الْجَامِعَةِ.

Will you (all girls) go

هَلْ أَنْتُنَّ تَذْهَبْنَ

to the University next week?

إِلَى الْجَامِعَةِ فِي الْأُسْبُوعِ الْقَادِمِ؟

Yes, we will go to the University

نَعَمْ، نَذْهَبُ إِلَى الْجَامِعَةِ

next week.

فِي الْأُسْبُوعِ الْقَادِمِ.

Do the girl-students go

هَلْ تَذْهَبُ الطَّالِبَاتُ

to the University everyday.

إِلَى الْجَامِعَةِ كُلَّ يَوْمٍ؟

Yes, they go to the University

نَعَمْ، هُنَّ يَذْهَبْنَ إِلَى الْجَامِعَةِ

everyday.

كُلَّ يَوْمٍ.

Will these (boy) students go

هَلْ هَؤُلَاءِ الطُّلَّابُ يَذْهَبُونَ

to the bookfair tomorrow?

إِلَى مَعْرِضِ الْكِتَابِ غَدًا؟

Yes, they will go

نَعَمْ، هُمْ يَذْهَبُونَ

to the bookfair tomorrow.

إِلَى مَعْرِضِ الْكِتَابِ غَدًا.

**Grammar:**

The Present tense verbs of Arabic are made from its past tense verbs by adding in the beginning and/ or at the end or both one or more of the following letters:

ي ت ا ن و

The Arabic present tense verb which is also known as the present imperfect, can normally be translated into English in three ways depending on the context:

- 1) In the present indicative/ imperfect
- 2) In the present continuous
- 3) In the future

We take the verb ذَهَبَ to explain our point further. This ذَهَبَ is a past tense verb meaning 'he went' as we have known in the preceding lesson. Its present form يَذْهَبُ can be rendered in three ways as follows:

He goes (present indicative/imperfect)	يَذْهَبُ
He is going now ( present continuous)	يَذْهَبُ الْآنَ
He will go tomorrow (future)	يَذْهَبُ غَدًا

Now you should carefully examine the changing forms of this verb i.e. its conjugation so that in future you face no difficulty in conjugating other similar verbs.

**III person masculine-feminine**

He goes	يَذْهَبُ
They go (PM)	يَذْهَبُونَ
She goes	تَذْهَبُ
They go (PF)	يَذْهَبْنَ

**II person masculine-feminine**

You go (SM)	تَذْهَبُ
You go (PM)	تَذْهَبُونَ
You go (SF)	تَذْهَبِينَ
You go (PF)	تَذْهَبْنَ

### I person masculine- feminine

I go (SMF)

أَذْهَبُ

We go (PMF)

نَذْهَبُ

It may be borne in mind that the verb of this present imperfect tense may also be translated in the present continuous and the future tenses depending on the context as explained earlier.

If the present imperfect verb is preceded by **سَ** or **سَوْفَ**, then in that case the verb is necessarily in the future tense of English.

### Example:

Will you (girls) go to the University? هَلْ سَتَذْهَبْنَ إِلَى الْجَامِعَةِ؟

Yes, we will go to the University. نَعَمْ، سَنَذْهَبُ إِلَى الْجَامِعَةِ؟

Theoretically, **سَ** defines the verb for the near future whereas **سَوْفَ** defines the verb for distant future. However, practically there is no difference between the two and both of them are equally used for defining the meaning of the present imperfect verb for future.

Similarly what applies to the placement of the past tense verb before and after the subject, applies to the present tense verb also. That is to say that the sentence should preferably be opened with the verb. In this case the verb agrees with its subject only in the gender. For example we would say:

The boy goes

يَذْهَبُ الْوَلَدُ

The boys go

يَذْهَبُ الْأَوْلَادُ

In both these sentences the verb **يَذْهَبُ** is preceding the subject and therefore, it agrees with the subject only in gender. However, where the verb has to be placed after the subject the verb will have to agree with its subject in number also. For example we would say:

The boys go to the school

يَذْهَبُ الْأَوْلَادُ إِلَى الْمَدْرَسَةِ

and sit in the class.

وَيَجْلِسُونَ فِي الْفَصْلِ.

As you would find there are two verbs in this sentence. In this case the second verb has to be placed after its subject. Hence, it agrees with the subject in number also.

The same rule applies to the third person nouns of the feminine gender also.

Let us take for example the following sentences:

The girl goes

تَذْهَبُ الْبِنْتُ

The girls go

تَذْهَبُ الْبَنَاتُ

And where the verb has to come after the subject the verb will agree with the subject in number also. For example we would say:

The girls go to the school

تَذْهَبُ الْبَنَاتُ إِلَى الْمَدْرَسَةِ

and sit in the class

وَيَجْلِسْنَ فِي الْفَصْلِ

However, the verbal forms for the first and the second person subjects are fixed and remain unchanged in all positions.

### Examples:

I go

أَذْهَبُ

I go

أَذْهَبُ أَنَا

I go

أَنَا أَذْهَبُ

You (SM) go

تَذْهَبُ

You (PM) go

تَذْهَبُونَ

You (SF) go

تَذْهَبِينَ

You (PF) go

تَذْهَبْنَ

### Exercises:

1. Conjugate in the present (Imperfect) tense all the verbs used in this lesson and make sentences from them.
2. Conjugate the following verbs in the present imperfect tense and use them in sentences of your own.

He plays

يَلْعَبُ

He eats

يَأْكُلُ

He takes

يَأْخُذُ

He rides/ boards

يَرْكَبُ

He helps

يَنْصُرُ

### 3. Translate the following into Arabic.

1. He will go to his office tomorrow.
  2. She is writing a letter to her teacher.
  3. They (M) will come to you in the next week.
  4. They (F) are eating their lunch now.
  5. Will you go (SM) to your college tomorrow?
  6. Yes, I will go to my college tomorrow.
  7. Do you (SF) read the newspaper in the morning?
  8. Yes, I read the newspaper in the morning
  9. Will you (PM) come to my house tomorrow in the morning?
  10. Yes, we will come to your house tomorrow in the morning.
  11. Do you (PF) eat meat?
  12. Yes, we eat meat.
- (b) My friend Shahid came to me yesterday evening. I was very happy to see him. I received him with all cheerfulness and seated him in the drawingroom. Shahid asked me: Will you be busy during the next week? I said: yes, but why do you ask me this question? Shahid: I and Tara will go to Nainital during the next week. Will you accompany us? I said: It is a nice idea! Now-a-days it is hot in Delhi. It will be nice if we go to Nainital. How long shall we stay in Nainital? Shahid: We will stay there for two weeks. I said: That is nice too! When we come back to Delhi after two weeks, it will not be very hot in Delhi. Shahid: Fine! then get ready to leave tomorrow morning. We shall go by bus.

### 4. Translate the following into English:

هَذَا الْوَلَدُ صَدِيقِي . هُوَ يَذْهَبُ إِلَى مَدْرَسَتِهِ كُلَّ يَوْمٍ فِي الصَّبَاحِ . لَهُ زُمَلَاءُ يَقْدُمُونَ إِلَى الْمَدْرَسَةِ . الْبَنَاتُ أَيْضًا يَدْرُسْنَ فِي هَذِهِ الْمَدْرَسَةِ . هِيَ أُوشَا . هِيَ تَدْرُسُ فِي الصَّفِّ الْعَاشِرِ . هَلْ أَنْتِ أَيْضًا تَدْرُسُ فِي هَذِهِ الْمَدْرَسَةِ يَا حَامِدُ؟ نَعَمْ ، أَنَا أَيْضًا أَدْرُسُ فِي هَذِهِ الْمَدْرَسَةِ يَا صَدِيقِي . وَهَؤُلَاءِ شَنَكْرُ وَ عَاقِلٌ وَ مُحَمَّدٌ .

أَهْلًا بِكُمْ! هَلْ أَنْتُمْ أَيْضًا تَدْرُسُونَ فِي هَذِهِ الْمَدْرَسَةِ؟ نَعَمْ ، نَحْنُ أَيْضًا نَدْرُسُ فِي هَذِهِ الْمَدْرَسَةِ . مَنْ هَؤُلَاءِ الْبَنَاتُ؟ هُنَّ آشَا وَ أُوشَا وَ شَالُو . أَيْنَ تَدْرُسْنَ يَا بَنَاتُ؟ نَحْنُ أَيْضًا نَدْرُسُ فِي هَذِهِ الْمَدْرَسَةِ .

**Glossary****الكلمات العسيرة**

Now	الآن (adverb of time)
Classmate	زميل (SM) زملاء (P)
University	جامعة (SF) جامعات (P)
Also	ايضا (Adverb of manner)
To work	عَمِلَ / يَعْمَلُ / عَمَلًا
Who	مَنْ (Interrogative pronoun)
Where	أَيْنَ (Interrogative pronoun)
Tomorrow	غَدًا (Adverb of time)
Hospital	مُسْتَشْفَى (SM) مُسْتَشْفَيَات (P)
Teacher / Professor	أُسْتَاذ (SM) أَسَاتِذَة (P)
Everyday	كُلَّ يَوْم (Adverb of time)
(In the)next week	(في) الأسبوع القادم
Fair, exhibiton	مَعْرَاض (SM) مَعَارِض (P)
To sit	جَلَسَ / يَجْلِسُ / جُلُوسًا
Office	مَكْتَب (SM) مَكَاتِب (P)
Letter/message	رِسَالَة (SF) رَسَائِل (P)
Lunch	غَدَاء
College	كُلِّيَة (SF) كُليَّات (P)
In the morning	في الصَّبَاح
House	بَيْت (SM) بُيُوت (P)
Meat	لَحْم (SM) لُحُوم (P)
Friend	صَدِيق (SM) أَصْدِقَاء (P)
To come	قَدِمَ / يَقْدَمُ / قُدُومًا
To study	دَرَسَ / يَدْرُسُ / دَرَسًا
Class	صَف (SM) صُفُوف (P)
Welcome	أَهْلًا بِكُمْ (greeting)

To see	رَأَى / يَرَى / رُؤْيَةٌ
To receive	اِسْتَقْبَلَ / يَسْتَقْبِلُ / اِسْتِقْبَالًا
Cheerfulness	بَشَاشَةٌ
To seat	اَجْلَسَ / يُجْلِسُ / اِجْلَاسًا
Busy	مَشْغُولٌ (Past participle)
Why	لِمَاذَا (Interrogative)
Question	سُؤَالٌ (SM) (أَسْئَلَةٌ) (P)
During	خِلَالٌ (Adv. of time)
To accompany	رَافَقَ / يُرَافِقُ / مُرَافَقَةٌ
Idea, thought	فِكْرَةٌ SF (فِكْرٌ) (P)
Nice idea	فِكْرَةٌ جَمِيلَةٌ
to return	رَجَعَ / يَرْجِعُ / رُجُوعًا
Calcutta	كَلْكَتَا
Wife	زَوْجَةٌ (SF) (P) زَوْجَاتُ
To see (infinitive)	لِرُؤْيَةٍ
Son	ابْنٌ (SM) أَبْنَاءُ (P)
I have come	قَدْ + قَدِمْتُ
Child	طِفْلٌ (SM) أَطْفَالٌ (P)
To receive (infinitive)	لِاِسْتِقْبَالٍ
Here they are	هَآ هُمْ هَآؤَآءُ
Hello	أَلُو
Uncle	عَمٌّ (SM) عُمُوْمٌ (P) أَعْمَامٌ (P)
To live	سَكَنَ / يَسْكُنُ / سُكُونًا
Delhi	دِلْهِي
Daughter	بِنْتُ (SF) بَنَاتٌ (P)
Who	مَنْ
O.K.	طَيِّبٌ
O.K.	حَسَنًا



Early	مُبَكَّرًا
To answer	أَجَابَ / يُجِيبُ / إجابةً
To say	قَالَ / يَقُولُ / قولاً
Alone	وَحْدًا (وَحْدَهُ)
House	مَنْزِلُ (SM) مَنْزِلُ (P)
To ask	سَأَلَ / يَسْأَلُ / سؤالاً
Zoo	حَدِيقَةُ الْحَيَوَانَاتِ
Incidentally	بِالْمُنَاسَبَةِ
When	مَتَى
Market	سُوقُ (SF) أَسْوَاقُ (P)
To buy (infinitive)	لِشْرَاءِ

## LESSON — 15

## الدرس — ١٥

### Simple Past Tense الفعل الماضى البسيط

#### استخدام الفعل (كان) ie. (He) was (Kaana)

One day	ذَات يَوْمٍ
in the morning	فِي الصُّبْحِ
I went to the airport.	ذَهَبْتُ إِلَى الْمَطَارِ.
A friend of mine was coming from America.	كَانَ صَدِيقٌ لِي قَادِمًا مِنْ أَمْرِيكََا.
When I reached the airport	عِنْدَمَا وَصَلْتُ الْمَطَارَ
I saw many people .	رَأَيْتُ كَثِيرِينَ مِنَ النَّاسِ .
My friends Hameed, Joseph and Kishan were already present there.	كَانَ أَصْدِقَائِي حَمِيدٌ وَجُوزَيْفُ وَ كِشَانُ مَوْجُودِينَ هُنَاكَ مِنْ قَبْلُ.
They were standing in front of the glass facade.	هُمُ كَانُوا واقِفِينَ أَمَامَ الْوَاجِهَةِ الزُّجَاجِيَّةِ.
I asked them:	فَسَأَلْتُهُمْ:
Where (were) Asha, Jamila and Elen?	أَيْنَ أَشَا وَ جَمِيلَةُ وَ أَيْلَنُ؟
Hameed answered:	فَاجَابَ حَمِيدُ:
They were present here a little while ago.	كُنَّا مَوْجُودَاتِ هُنَا قَبْلَ قَلِيلٍ.
Now they have gone to the canteen.	ذَهَبْنَ الْآنَ إِلَى الْمَطْعَمِ.
I asked Joseph:	سَأَلْتُ جُوزَيْفَ:
Where were you yesterday?	أَيْنَ كُنْتَ أَمْسَ؟
Joseph said:	قَالَ جُوزَيْفُ:
I was present in the school.	كُنْتُ مَوْجُودًا فِي الْمَدْرَسَةِ.

Asha came, and I asked her:  
 Where were You (O) Asha?  
 She said:  
 I was sitting in the canteen  
 with Jameela & Elen.  
 The plane (ie. flight) was late.  
 So we all went to the canteen.  
 We ate something and (we) drank tea.  
 After one hour we returned  
 to the waiting hall.  
 Our friend Shanker was present.  
 He saw us and asked us:  
 Where were you, O' Hameed, Joseph &  
 Kishan?  
 We said:  
 We were present here  
 one hour before.  
 We did not eat anything  
 in the morning.  
 Therefore, we went to the canteen.  
 And you (ladies),  
 where were you  
 O' Asha, Jameela and Elen?  
 We were also present here  
 an hour ago.  
 We also did not eat  
 any thing in the morning.

جَاءَتْ أَشَا وَ سَأَلْتُهَا :  
 أَيْنَ كُنْتَ يَا أَشَا؟  
 فَقَالَتْ:  
 كُنْتُ جَالِسَةً فِي الْمَطْعَمِ  
 مَعَ جَمِيلَةَ وَ أَيْلَنَ.  
 كَانَتْ الطَّائِرَةُ مُتَأَخِّرَةً .  
 فَذَهَبْنَا جَمِيعًا إِلَى الْمَطْعَمِ .  
 أَكَلْنَا قَلِيلًا وَ شَرَبْنَا الشَّايَ .  
 بَعْدَ سَاعَةٍ عُدْنَا  
 إِلَى قَاعَةِ الْإِنْتِظَارِ  
 كَانَ صَدِيقُنَا شَنْكَرَ مُوجُودًا .  
 فَرَأَانَا وَ سَأَلَنَا:  
 أَيْنَ كُنْتُمْ يَا حَمِيدُ وَ جَوْزَيْفَ وَ  
 كِيشَانَ؟  
 قُلْنَا:  
 كُنَّا مُوجُودِينَ هُنَا  
 قَبْلَ سَاعَةٍ .  
 لَمْ نَأْكُلْ شَيْئًا  
 فِي الصَّبَاحِ .  
 فَذَهَبْنَا إِلَى الْمَطْعَمِ .  
 وَأَنْتُنَّ ،  
 أَيْنَ كُنْتُنَّ  
 يَا أَشَا وَ جَمِيلَةَ وَ أَيْلَنَ؟  
 كُنَّا أَيْضًا مُوجُودَاتٍ هُنَا  
 قَبْلَ سَاعَةٍ  
 نَحْنُ أَيْضًا لَمْ نَأْكُلْ  
 شَيْئًا فِي الصَّبَاحِ .

Therefore, we went with Hameed,  
Joseph and Kishan to the canteen.

لَذَهَبْنَا مَعَ حَمِيدٍ  
وَجَوْزَيْفٍ وَكِشَانَ إِلَى الْمَطْعَمِ.

The boy was sitting

كَانَ الْوَلَدُ جَالِسًا

The boys were sitting

كَانَ الْأَوْلَادُ جَالِسِينَ

The boys were sitting

الْأَوْلَادُ كَانُوا جَالِسِينَ

The girl was sitting

كَانَتِ الْبِنْتُ جَالِسَةً

The girls were sitting

كَانَتِ الْبَنَاتُ جَالِسَاتٍ

The girls were sitting

الْبَنَاتُ كُنَّ جَالِسَاتٍ

You (SM) were sitting

كُنْتَ جَالِسًا

You (PM) were sitting

كُنْتُمْ جَالِسِينَ

You (SF) were sitting

كُنْتِ جَالِسَةً

You (PF) were sitting

كُنْتُنَّ جَالِسَاتٍ

I (SM) was sitting

كُنْتُ جَالِسًا

We (PM) were sitting

كُنَّا جَالِسِينَ

I (SF) was sitting

كُنْتُ جَالِسَةً

We (PF) were sitting

كُنَّا جَالِسَاتٍ

### Grammar:

We have known that there is no equivalent of "is , are, am" in the Arabic language. We have also known that in the simple nominal sentences of the Arabic language المبتدا i.e. the subject should (normally\*) be either a propernoun or a pronoun or any common noun defined with the definite article الـ and in the nominative case.

The predicate i.e. khabar in such sentences is a verbal or adjectival noun and that would also be in the nominative case.

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\* It may be undefined common noun also. In this case khabar will have precedence over Mobtada.

**Example:**

The boy is sitting

The girl is sitting

الْوَلَدُ جَالِسٌ  
الْبِنْتُ جَالِسَةٌ

However, in the simple past tense we have to use one verb also. This verb is known as **كان**. In English it is translated as "was or were" depending on its form and the context.

We have known in lessons nos 13 & 14 dealing with the past and the present verbs that the Arabic verb is conjugated to agree with its subject in number, gender and person.

**كان** is an irregular verb in the sense that it has **ا** i.e. a weak letter occurring in the middle of this three lettered verb.

In the following is given the list of the changing forms of the verb **كان** for guidance. All the verbs matching the pattern of **كان** should be conjugated accordingly.

He was

كَانَ

They (PM) were

كَانُوا

She was

كَانَتْ

They (PF) were

كُنْ

You (SM) were

كُنْتَ

You (PM) were

كُنْتُمْ

You (SF) were

كُنْتِ

You (PF) were

كُنْتُنَّ

I (SMF) was

كُنْتُ

We (PMF) were

كُنَّا

Now, to change a simple nominal sentence into simple past tense we have to use an appropriate form of **كان** before or after the subject as per need. The Arabic verb **كَانَ** continues to allow dammah to the terminal letter of the اسم i.e. the subject. However, the predicate i.e. خبر will be given *fathah*. In other words we can say that the subject of **كان** will be in the nominative case and the predicate will be in the accusative case. For example:

The boy is sitting

الْوَلَدُ جَالِسٌ

It is a simple nominal sentence. However if we want to say:

The boy was sitting, then we would say in Arabic: **كَانَ الْوَلَدُ جَالِسًا**

It would be amply clear from the example that the verb **كَانَ** is in complete agreement with its subject which happens to be a singular masculine noun of third person. The noun **الْوَلَدُ** in the sentence above is the subject of **كَانَ** and therefore, it is in the nominative case with *dammah* i.e. raf'a at its terminal letter. The predicate 'sitting' i.e. **جالسًا** is in the accusative case with *fathah* i.e. naṣb.

All (verbal\*) nouns on the **جَالِسٌ** pattern are said to be singular and masculine. Such nouns can be changed into plural by suffixing to them **وْنَ** in the nominative case. In this case the letter preceding **و** will have *dammah* and the **ن** *fathah*. For example the plural of **جالس** will be:

**جَالِسٌ + وْنَ = جَالِسُونَ**

In the accusative and the genitive cases the **و** is replaced by the **ي** and accordingly the letter preceding **ي** is given a *kasrah*. The **ن** letter however, retains its *fathah*. For example the plural of **جَالِسٌ** in the accusative and the genitive cases will be: **جَالِسِينَ**.

Singular masculine nouns of this pattern can be changed into feminine gender by suffixing to it the round Ta **ة**. For example:

**جَالِسٌ + ة = جَالِسَةٌ**

The round Ta **ة** declines normally in different cases.

About the feminine plurals of these feminine singular verbal nouns, we have to drop the round Ta **ة** and replace it with **ا** and normal stretched **ت**. In the nominative case\*\* this **ت** will have *dammah* and in the accusative and genitive cases\*\* it will have *kasrah* only. For example:

**جَالِسَةٌ = جَالِسَاتٌ**

\* Verbal nouns are those which are derived from the verb.

\*\* As explained earlier, the vowel i.e. **حَرَكَة** below or above the terminal letter of a noun indicates case and in this position they are technically termed as Raf'a for *dammah*, Naṣb for *Fathah* and Jarr for *Kasrah*.

Nominative case جَالِسٌ + اَتْ = جَالِسَاتٌ

Accusative and Genitive cases جَالِسٌ + اَتْ = جَالِسَاتٍ

It should be borne in mind that all feminine nouns ending in round Taة, do not have similar plurals particularly if they are not verbal nouns.

Plurals as mentioned in this lesson are known as sound plurals for masculine and feminine genders respectively.

### Exercises

1 Translate the following into Arabic:

The class was full. All the students were present in the class. They were sitting and reading their lesson. The teacher also was present. He was standing in front of the black board. He was writing difficult words on the black board.

Shamim, why were you not present yesterday?

Sir, I was sick.

Hassan, Shanker & Joseph, You were also absent. Yes sir, we were also sick.

Miss Kanta, you were also absent?

Yes sir, I was busy at home. My mother was sick.

Shiela, Leela & Zainab, were you present yesterday?

No sir, we were absent. Asha, Usha & Bi were present in the class.

Translate the following into English:

ذَهَبْنَا مَرَّةً فِي نَزْهَةٍ إِلَى شَاطِئِ بَحْرِ. كَانَ الشَّاطِئُ جَمِيلًا وَ مُزْدَحِمًا بِالنَّاسِ. كَانَ النَّاسُ جَالِسِينَ وَ واقِفِينَ فِي جَمَاعَاتٍ. رَأَيْتُ بِنْتًا صَغِيرَةً. كَانَتْ جَالِسَةً فِي ظِلِّ شَجَرَةٍ. كَانَتْ بَاكِيةً. مَنْ أَنْتِ؟ لِمَاذَا أَنْتِ تَبْكِينَ؟ سَأَلْتُهَا.

فَقَالَتِ الْبِنْتُ: أَنَا نِهَادُ. كُنْتُ لَاعِبَةً هُنَا مَعَ أَخِي سَمِيرٍ فَتَشَاجَرَ مَعِي وَ ذَهَبَ. لَمْ يَأْخُذْنِي مَعَهُ. فَأَخَذْتُهَا مَعِي. وَ ذَهَبْتُ مِنْ أُسْرَةٍ إِلَى أُسْرَةٍ حَتَّى رَأَيْتُهَا أُمُّهَا فَسَأَلْتُهَا: أَيْنَ كُنْتِ غَائِبَةً؟ وَفِي

نَفْسِ الْوَقْتِ ظَهَرَ الْآخُ وَ سَأَلَتْهُ أُمُّهُ: وَ أَيْنَ كُنْتَ لَا عِيبًا؟  
 فَقَالَ الْوَلَدُ: كُنْتُ لَا عِيبًا مَعَ نِيَّاهِ هُنَاكَ تَحْتَ الشَّجَرَةِ. فَقَالَتْ نِيَّاهُ: أَنْتَ ضَرَبْتَنِي وَ  
 نَرَكْتَنِي. فَقَدِمَ الْآبُ وَقَالَ: أَيْنَ كُنْتُمْ كُلُّكُمْ؟ كُنْتُ بَاحِثًا عَنْكُمْ. فَتَرَكْتُهُمْ يَتَحَدَّثُونَ وَ  
 ذَهَبْتُ أَتَجَوَّلُ مِنْ دُونِ هَدَفٍ.

3. Make sentences of all numbers and genders from the following nouns in simple past tense.

رَاجِعٌ . نَائِمٌ . سَاهِرٌ . كَاتِبٌ . قَادِمٌ.

## Glossary

## الكلمات العسيرة

Full; complete	مُكْمِلٌ / كَامِلٌ (Adj. SM)
Present; available	حَاضِرٌ (Adj. SM)
Class; classroom	فَضْلٌ (SM) فُضُولٌ (P)
Reading; reader	قَارِئٌ (Adj. SM) قُرَاءٌ (P)
In front of	أَمَامَ (functions like a preposition)
Blackboard	سَبُورَةٌ (SF) سُبُورَاتٌ (P)
Yesterday	أَمْسٍ* (indeclinable)
Sick	مَرِيضٌ (SM) مَرَضَى (P)
Absent	غَائِبٌ (Adj. SM) غَائِبُونَ (P)
Once	مَرَّةً (Adv. of time)
Beach; bank (of river)	شَاطِئٌ (SM) شَوَاطِئُ (P)
Room	غُرْفَةٌ (SF) غُرَفٌ (P)
Reading	قِرَاءَةٌ (NF)
Reading Room	غُرْفَةُ الْقِرَاءَةِ
Busy	مَشْغُولٌ (Adj. SM) مَشْغُولُونَ (P)

\* Indeclinable word in Arabic retains its given vowel point at the terminal letter and it does not change in any circumstances. It is known as مَبْنِي in Arabic.



Mother	أُم (SF) أُمّهَات (P)
Mother	وَالِدَةٌ (SF) وَالِدَات (P)
Picnic	نُزْهَةٌ (SF) نُزْهَات (P)
Sea	بَحْرٌ (SM) بِحَارٌ (P)
Shade	ظِلٌّ (SM) ظِلَالٌ (P)
Tree	شَجَرَةٌ (NUF)
To Cry, to weep	بَكَى / يَبْكِي / بُكَاءٌ
Crying, In the act of crying	بَاكٍ (Adj. SM) بُكَاءٌ (P)
Crying, in the act of crying	بَاكِئٌ (Adj. SF) بَاكِئَات (P)
Family	أُسْرَةٌ (SF) أُسَرٌ (P)
To, unto	حَتَّى (Prep.)
At the same time	فِي نَفْسِ الْوَقْتِ
To appear, to give audience	ظَهَرَ / يَظْهَرُ / ظُهُورًا
To play	لَعِبَ / يَلْعَبُ / لَعِبًا
To roam around	تَجَوَّلَ / يَتَجَوَّلُ / تَجَوُّلاً
Player	لَاعِبٌ (SM) لَاعِبُونَ (P)
Under	تَحْتَ (Prep.)
To beat, to hit	ضَرَبَ / يَضْرِبُ / ضَرْبًا
To leave	تَرَكَ / يَتْرُكُ / تَرْكًا
Father	أَبٌ (SM) آبَاءٌ (P)
Father	وَالِدٌ (SM) وَالِدُونَ (P)
Goal, aim	هَدَفٌ (SM) أَهْدَافٌ (P)
Without	مِنْ دُونِ
Aimlessly	مِنْ دُونِ هَدَفٍ

## LESSON — 16

## الدرس — ١٦

### Negative Verb: Past And Present Imperfect

### الفعل المنفى: الماضى والمضارع

One day Hamid went  
to Shanker's house.

Shanker received him with warmth  
and said:

Welcome! my friend.

Hamid: Thank you my brother.

Shanker: How are you?

Hamid: God be praised. I am fine.

And how are you?

Fine! Praises be to God.

Shanker: I do not see you  
in the college now-a-days.

Hamid: Yes, I am very busy  
these days.

We have guests from London.

That is why I did not go  
to the college last week.

I shall not go to the college  
next week also.

I have come to inform you.

And this is the leave application.

Please give it to the professor.

فِي يَوْمٍ ذَهَبَ حَامِدٌ

إِلَى بَيْتِ شَنْكَرٍ.

اسْتَقْبَلَهُ شَنْكَرٌ بِحَرَارَةٍ

وَقَالَ:

مَرْحَبًا! يَا صَدِيقِي.

حَامِدٌ: شُكْرًا لَكَ يَا أَخِي.

شَنْكَرٌ: كَيْفَ حَالُكَ؟

حَامِدٌ: أَلْحَمْدُ لِلَّهِ، أَنَا بِخَيْرٍ.

وَكَيْفَ أَنْتَ؟

بِخَيْرٍ! أَلْحَمْدُ لِلَّهِ.

شَنْكَرٌ: لَا أَرَاكَ

فِي الْكُلِّيَّةِ فِي هَذِهِ الْأَيَّامِ.

حَامِدٌ: نَعَمْ، أَنَا مَشْغُولٌ جَدًّا

فِي هَذِهِ الْأَيَّامِ.

لَدَيْنَا ضُيُوفٌ مِنْ لُنْدُنِ.

لَذَلِكَ لَمْ أَذْهَبْ

إِلَى الْكُلِّيَّةِ فِي الْأُسْبُوعِ الْمَاضِي.

لَا أَذْهَبُ إِلَى الْكُلِّيَّةِ

فِي الْأُسْبُوعِ الْقَادِمِ أَيْضًا.

قَدِمْتُ لِإِخْبَارِكَ.

وَهَذَا طَلْبُ الْإِجَازَةِ.

أَعْطِهِ مِنْ فَضْلِكَ لِلْأُسْتَاذِ.

Shanker: fine! any other service?

شَنُكِر: طَيِّب! أَى خِدْمَةٍ أُخْرَى؟

Hamid: Thanks a lot.

حَامِد: شُكْرًا جَزِيلًا.

Shanker: Mention not.

شَنُكِر: اَلْعَفْو.

The tea came and Hamid  
and Shanker drank tea.

أَتَى الشَّاي وَ شَرَبَ حَامِدٌ  
وَ شَنُكِر الشَّاي.

Shanker: O' Hamid, did you go  
to London?

شَنُكِر: يَا حَامِد، هَلْ ذَهَبْتَ  
إِلَى لُنْدُن:

Hamid: No, I did not go.

حَامِد: لَا، مَا ذَهَبْتُ.

Shanker: Will you go  
with your guests?

شَنُكِر: هَلْ تَذْهَبُ  
مَعَ ضُيُوفِكَ؟

Hamid: No, I will not go with them.

حَامِد: لَا، لَا أَذْهَبُ مَعَهُمْ.

I will go to London next month  
only after the examinations.

أَذْهَبُ إِلَى لُنْدُنَ فِي الشَّهْرِ الْقَادِمِ  
فَقَطْ بَعْدَ الْإِمْتِحَانَاتِ.

And after some time

وَبَعْدَ وَقْتٍ قَلِيلٍ

Hamid returned to his house.

رَجَعَ حَامِدٌ إِلَى بَيْتِهِ.

### Grammar:

Like any other language, in Arabic also there are two kinds of statements:

a) Positive statement

البيان المثبت

b) Negative statement

البيان المنفى

a) The positive statement is the one which tells us about the happening of some act.

### Example:

The boy drank water

شَرَبَ الْوَلَدُ الْمَاءَ

The boy drinks water

يَشْرَبُ الْوَلَدُ الْمَاءَ

b) Negative statement is the one that negates the happening of some act.

### Example:

The boy did not drink water

مَا شَرَبَ الْوَلَدُ الْمَاءَ

The boy does not drink water

لَا يَشْرَبُ الْوَلَدُ الْمَاءَ

To render the positive statement of the past tense into the negative statement we can employ two methods:

i) We can use the negative particle **لَمْ** before the past tense verb of the positive sense.

**Example:**

He drank	شَرِبَ
He did not drink	لَمْ يَشْرَبْ
He opened	فَتَحَ
He did not open	لَمْ يَفْتَحْ
He ate	أَكَلَ
He did not eat	لَمْ يَأْكَلْ
He went	ذَهَبَ
He did not go	لَمْ يَذْهَبْ
He came	قَدِمَ
He did not come	لَمْ يَأْتِ

ii) The other way to obtain the past negative is by using the particle **لَمْ**. However it is used before the present imperfect verb of the positive sense.

**Example:**

He drinks	يَشْرَبُ
He did not drink	لَمْ يَشْرَبْ

As it would be evident from the example above the negative particle **لَمْ** is used before the present imperfect verb of positive sense. However, the meaning changes into the negative past. This negative particle **لَمْ** which is introduced before the present imperfect of the positive sense to bring about the past negative meaning, functions by causing 'sokoon' to the terminal letter of the present imperfect verb and additionally causing all the terminal 'noons i.e. ن to drop except the 'noon' of II & III persons plurals of the feminine gender. In the following is given the full conjugation of **يَشْرَبُ** preceded by the negative particle **لَمْ** as explained above:

He did not drink	لَمْ يَشْرَبْ
They (PM) did not drink	لَمْ يَشْرَبُوا

She did not drink	لَمْ تَشْرَبْ
They (PF) did not drink	لَمْ يَشْرَبْنَ
You (SM) did not drink	لَمْ تَشْرَبْ
You (PM) did not drink	لَمْ تَشْرَبُوا
You (SF) did not drink	لَمْ تَشْرَبِي
You (PF) did not drink	لَمْ تَشْرَبْنَ
I (SMF) did not drink	لَمْ أَشْرَبْ
We (PMF) did not drink	لَمْ نَشْرَبْ

Similarly, the present imperfect verbs of the positive sense can be changed into the negative by just placing the negative particle لا before it.

**Example:**

He drinks	يَشْرَبُ
He does not drink	لَا يَشْرَبُ
He opens	يَفْتَحُ
He does not open	لَا يَفْتَحُ
He eats	يَأْكُلُ
He does not eat	لَا يَأْكُلُ
He goes	يَذْهَبُ
He does not go	لَا يَذْهَبُ
He comes	يَقْدَمُ
He does not come	لَا يَقْدَمُ

This combination of لا and the present imperfect verb negates the statement in the present context as would be amply clear from the list of verbs above. It may also give the negative meaning in present continuous and future provided there is reason for it, For example:

The student will not go	لَا يَذْهَبُ الطَّالِبُ
to the school tomorrow.	إِلَى الْمَدْرَسَةِ غَدًا

Here the adverb of time غدا i.e. tomorrow in the sentence causes the act of the verb يذهب to extend to embrace futurity.

However, when **لَنْ** is introduced before the present imperfect verb of the positive sense the meaning changes into the future negative only. For example:

The boy will not/never drink water      **لَنْ يَشْرَبَ الْوَلَدُ الْمَاءَ**

In this case the last letter of the present imperfect takes the *fatha* and all the 'noon' letters are dropped except the 'noons' of the II & III persons plurals of the feminine gender. Below is produced the full conjugation of **لَنْ يَشْرَبَ** for future guidance.

He will not drink	<b>لَنْ يَشْرَبَ</b>
They (PM) will not drink	<b>لَنْ يَشْرَبُوا</b>
She will not drink	<b>لَنْ تَشْرَبَ</b>
They (PF) will not drink	<b>لَنْ يَشْرَبْنَ</b>
You (SM) will not drink	<b>لَنْ تَشْرَبَ</b>
You (PM) will not drink	<b>لَنْ تَشْرَبُوا</b>
You (SF) will not drink	<b>لَنْ تَشْرَبِي</b>
You (PF) will not drink	<b>لَنْ تَشْرَبْنَ</b>
I (SMF) will not drink	<b>لَنْ أَشْرَبَ</b>
We (PMF) will not drink	<b>لَنْ نَشْرَبَ</b>

Note that (1) Maa i.e. **مَا** and Laa i.e. **لَا** are negative particles which are placed before Maadi i.e. **مَاضِي** and muḍaari'a i.e. **مضارع** as shown in this lesson above. However, deviations in use are acceptable, specially in the spoken Arabic. Even though in the past negative Maa i.e. **مَا** introduces the negative meaning in a sentence however, if this negative meaning is repeated then Laa i.e. **لَا** is used for any number of times, e.g.

**مَا أَكَلْتُ وَلَا شَرَبْتُ**

I did not eat and I did not drink i.e.

I did not eat & drink

or

I did not eat nor did I drink.

and

**مَا حَفِظْتُ وَلَا قَرَأْتُ وَلَا كَتَبْتُ**

I did not memorize nor did I read or write. etc.

(2) Silencing vowel mark which is a small circle ( ° ) above a letter in a word preceded by a vowelised letter is used to indicate a syllable. This circle is called sokoon i.e. سكون. For example: Sokoon above Raa in غُرْفَةٌ indicates that غُرْ i.e. غ & ر together make one syllable, Fa with Fathah above makes another syllable and Taa marboota makes the third syllable. Where sokoon is caused to be placed above the terminal letter of a word, it is known as Jazm i.e. جزم and the noun or verb is called Majzoom i.e. such a verb or noun is supposed to be in the apocopate and jussive mood respectively.

(3) When Lan i.e. لَنْ precedes the Mudaari'a verb, it causes Fathah to the last letter of the verb or causes all 'noons' to drop as explained in this lesson above. In this case the verb is considered to be in the subjunctive mood.

### Exercises:

#### 1. Translate the following into Arabic:

He is my friend Samir. He lives in Calcutta. This is his wife Sarita. She also lives in Calcutta with her husband and children. And these are Amir, Ritesh and Babu. They study in a college in Delhi.

Why have you come to Delhi, Mr. Samir? I have come to see my sons. And you, Mrs. Sarita Samir, why have you come? I have also come to see my children in the college.

Have your children come here to receive you? Yes, here they are.

Hello! Children, how are you? Fine, sir. Thank you. Where will you all go now? Now we will go to our uncle. He lives here in Delhi. This is his daughter Shiela.

Hello, Miss Shiela, how are you? Fine! Thank you. Miss. Shiela, do you also study in the college? Yes, I study in a college in Delhi. Who are these girls? They are Sunaina, Priya and Zainab. They are my friends.

Hello! do you also go to the college? Yes, we go to the college with shiela.

O.K. I will go now. I will come tomorrow.

## 2. Translate the following into English:

رَجَعَ وَلَدٌ مِنْ مَدْرَسَتِهِ مُبَكَّرًا فِي يَوْمٍ فَقَالَتْ لَهُ أُمُّهُ: أَلَمْ تَذْهَبْ إِلَى مَدْرَسَتِكَ الْيَوْمَ يَا وَلَدِي؟ فَأَجَابَ الْوَلَدُ: ذَهَبْتُ وَ لَكِنْ أَسْتَاذِي لَمْ يَقْدِمَ. فَقَالَتْ الْأُمُّ: وَهَلْ رَجَعَ كُلُّ الطُّلَابِ؟ فَرَدَّ الْوَلَدُ: لَا، لَمْ يَرْجِعُوا. أَنَا وَخَدِي رَجَعْتُ. وَلِمَاذَا رَجَعْتُ إِلَى الْمَنْزِلِ؟ سَأَلَتْهُ أُمُّهُ. فَقَالَ الْوَلَدُ: ذَهَبَ الطُّلَابُ إِلَى حَدِيقَةِ الْحَيَوَانَاتِ وَ أَنَا لَمْ أَذْهَبْ. وَبِالْمُنَاسِبَةِ، مَتَى تَذْهَبِينَ إِلَى السُّوقِ لِشِرَاءِ الْحَاجِيَّاتِ؟ أُرِيدُ قَلَمًا. لَقَدْ انْكَسَرَ قَلَمِي. فَقَالَتْ الْأُمُّ: نَذْهَبُ سَوِيًّا فِي الْمَسَاءِ. فَأَجَابَ الْوَلَدُ: لَا نَذْهَبُ هَذَا الْمَسَاءَ لَأَنَّ أَصْدِقَائِي مِنَ الْمَدْرَسَةِ يَقْدُمُونَ إِلَيَّ. نَحْنُ نَذْهَبُ لِمُشَاهَدَةِ فِلْمٍ. فَقَالَتْ الْأُمُّ: تَذْهَبُونَ لِلْفِلْمِ وَ لَا تَذْهَبُونَ لِمُزَارَعَةِ الْأُسْتَاذِ الْمَرِيضِ، هَذَا غَيْرُ مَعْقُولٍ يَا وَلَدِي. فَخَجَلَ الْوَلَدُ وَقَالَ: أَحْسَنْتِ يَا أُمِّي. نَبْهَيْتِي. لَنْ أَذْهَبَ لِلْفِلْمِ هَذَا الْمَسَاءَ. أَذْهَبُ لِمُزَارَعَةِ أَسْتَاذِي الْمَرِيضِ.

3. Write a paragraph in Arabic using verbs in jussive and subjunctive moods.
4. Choose some verbs to write their conjugations in jussive & subjunctive moods.

## Glossary

## الْكَلِمَاتُ الْعَسِيرَةُ

To receive

اسْتَقْبَلَ / يَسْتَقْبِلُ / اسْتِقْبَالًا

With warmth; warmly

بِحَرَارَةٍ

To say

قَالَ / يَقُولُ / قَوْلًا

Saying

قَائِلًا (gerund)

O'

يَا

(vocative compulsorily used in Arabic but rarely translated in English)

One day

فِي يَوْمٍ

Thank you

شُكْرًا لَكَ

To see

رَأَى / يَرَى / رُؤْيَةً

Busy

مَشْغُولٌ (SM) مَشْغُولُونَ (P)



Very; very much	(Adv. of manner) جَدًّا
We have	لَدَيْنَا
Guest	ضَيْفٌ (SM) ضَيْفٌ (P)
To inform you	لَاخْبَارَكَ

Infinitive meaning in Arabic is obtained by introducing لَ meaning 'for' before the infinitive form (i.e. gerundal form) of the concerned verb. For example:

- (1) He informed (Past imperfect) أَخْبَرَ
- (2) He informs (Present imperfect) يُخْبِرُ
- (3) To inform (Infinitive form) إِخْبَارٌ

The form mentioned at serial no. 3 is known as the infinitive form (gerundal form) and generally it is preceded by لَ to render the meaning in the English infinitive.

Group	جَمَاعَةٌ (SF) جَمَاعَاتٌ (P)
People	إِنْسَانٌ (SM) أَنَاسٌ (P)
Shade	ظِلٌّ (SM) ظِلَالٌ (P)
Tree	شَجَرَةٌ (SF) شَجَرَاتٌ (P)
Weeping; crying	بَاكِيٌ (VN/ SM) بُكَاءٌ *
To ask	سَأَلَ / يَسْأَلُ / سُؤَالًا
Playing; player	لَاعِبٌ (VN/ SM) لَاعِبُونَ
To quarrel	تَشَاجَرُوا / يَتَشَاجَرُونَ / تَشَاجُرًا
Family	أُسْرَةٌ (SF) أُسَرٌ (P)
At the same time	فِي نَفْسِ الْوَقْتِ
To appear	ظَهَرَ / يَظْهَرُ / ظُهُورًا

---

\* Verbal nouns i.e. nouns derived from verbs/ adjectives terminating in Yaa ى preceded by Kasrah are made into plural on the pattern of فُعَاةٌ as in the case of بَاكِيٌ & بُكَاءٌ and سَاعِيٌ & سُعَاةٌ (postman).

To beat	ضَرَبَ / يَضْرِبُ / ضَرْبًا
To leave	تَرَكَ / يَتْرُكُ / تَرْكًا
Searching (for) ; Looking (for) (VN/SM)	بَاحِثٌ (عَنْ)
To talk	تَحَدَّثَ / يَتَحَدَّثُ / تَحَدُّثًا
To roam about	تَجَوَّلَ / يَتَجَوَّلُ / تَجَوُّلًا
Without	مِنْ دُونِ
Aim	هَدَفَ (SM) أَهْدَأَقَ (P)
That is why	لِذَلِكَ
Application	طَلَبَ (SM) طَلَبَاتٌ (P)
Leave	إِجَازَةً (SF) إِجَازَاتٌ (P)
To give	أَعْطَى / يُعْطِي / إِعْطَاءً
Please	مِنْ فَضْلِكَ
With	مَعَ (Prep.)
Only	فَقَطْ
Examination	إِمْتِحَانٌ (SM) إِمْتِحَانَاتٌ (P)
To return	رَجَعَ / يَرْجِعُ / رُجُوعًا
Calcutta	كَلْكَتَا
Wife	زَوْجَةً (SF) زَوْجَاتٌ (P)
Why	لِمَاذَا
To see	لِرُؤْيَا (infinitive)
Son	ابْنٌ (SM) أَبْنَاءٌ (P)
I have come	قَدْ + قَدِمْتُ
Child	طِفْلٌ (SM) أَطْفَالٌ (P)
To receive	لِاسْتِقْبَالٍ (infinitive)
Here they are	هَآ هُمْ هَؤُلَاءِ
Hello	أَلُو
Uncle	عَمٌّ (SM) عُمُوْمٌ (P) أَعْمَامٌ (P)
To live	سَكَنَ / يَسْكُنُ / سُكُونًا

Delhi	دِلْهِى
Daughter	بِنْت (SF) بَنَات (P)
Who	مَنْ
O.K.	طَيِّب
O.K.	حَسَنًا
Early	مُبَكَّرًا
To answer	أَجَابَ / يُجِيبُ / إجابة
To say	قَالَ / يَقُولُ / قَوْلًا
Alone	وَحْدًا (وَحْدَهُ)
House	مَنْزِل (SM) مَنَازِلُ (P)
To ask	سَأَلَ / يَسْأَلُ / سُؤَالًا
Zoo	حَدِيقَةُ الْحَيَوَانَاتِ
Incidentally	بِالْمُنَاسَبَةِ
When	مَتَى
Market	سُوق (SF) أسواق (P)
To buy	لِشْرَاءٍ (infinitive)
Needs (necessities)	حَاجِيَّات
To want	أَرَادَ / يُرِيدُ / إِرَادَةً
To break	انْكَسَرَ / يَنْكَسِرُ / انْكِسَارًا (Reflexive meaning)
Together	سَوِيًّا
All	كُلُّ *
Evening	مَسَاءً

\* كُلُّ is a noun and it declines like anyother noun. It is placed in construct position with another noun. It means 'every' before a singular common noun. For example:

Every boy/ Each boy كُلُّ وَلَدٍ

When it is placed before a plural defined noun it means 'all'. For example:

All the boys كُلُّ الْوِلَدِ

Because	لِأَنَّ
To me	إِلَيَّ
To see/ watch (infinitive)	لِمُشَاهَدَةٍ
Film	فَلِم (SM) أَفْلَام (P)
To be ashamed/ embarrassed	خَجَلٌ / يَخْجَلُ / خَجَلًا
To visit	لِزِيَارَةٍ (infinitive)
Sick	مَرِيضٌ (SM) مَرَضَى (P)
Unbecoming; unreasonable	غَيْرُ مَعْقُولٍ
To do well	أَخْسَنَ / يُخْسِنُ / إِخْسَانًا
To remind, warn	نَبَّهَ / يُنَبِّهُ / تَنْبِيهًا
To come	أَتَى / يَأْتِي / إِتْيَانًا

## Derived Forms Of Verbs

## الافعال المزيد فيها

One sunday in the noon I was sitting  
in my study-room  
reading a magazine  
when suddenly

my youngest son entered.

He stood beside me for a while,  
then he proceeded towards my table  
and climbed up the chair placed  
beside it.

He started playing with the books  
and the stationery placed on it.  
He took my pen and a sheet of paper  
and started drawing lines  
on the paper as if he were writing.

I left the chair and walked  
towards him.

I went close to him but I found that he had  
broken its nib.

I put him down from the chair  
against his will.

And I started restoring everything  
to its place on the table.

ذَاتَ يَوْمٍ أَحَدٍ فِي الظُّهْرِ كُنْتُ أَجْلِسُ  
فِي غُرْفَةِ دِرَاسَتِي  
أَقْرَأُ مَجَلَّةً  
إِذْ

دَخَلَ ابْنِي الْأَصْغَرُ.

فَوَقَّفَ بِيَجَانِبِي قَلِيلًا

ثُمَّ تَقَدَّمَ إِلَى طَاوِلَتِي

وَطَلَعَ الْكُرْسِيَّ الْمَوْضُوعَ

بِيَجَانِبِهَا.

أَخَذَ يَلْعَبُ بِالْكِتَابِ

وَأَذَوَاتِ الْكِتَابَةِ الْمَوْضُوعَةِ عَلَيْهَا.

أَخَذَ قَلَمِي وَوَرَقَةً

وَأَخَذَ يَرَسُمُ خُطُوطًا

عَلَى الْوَرَقَةِ، كَأَنَّهُ يَكْتُبُ.

تَرَكْتُ الْكُرْسِيَّ وَمَشَيْتُ

نَحْوَهُ.

إِفْتَرَبْتُ مِنْهُ وَلَكِنِّي وَجَدْتُ أَنَّهُ

كَانَ قَدْ كَسَرَ رِيشَهُ.

فَأَنْزَلْتُهُ مِنَ الْكُرْسِيَّ

عَلَى رَغْمِ أَنْفِهِ.

وَأَخَذْتُ أَرْجِعُ كُلَّ شَيْءٍ

إِلَى مَكَانِهِ عَلَى الطَّاوِلَةِ.

When I was busy arranging  
the table, he turned to the magazine  
and (he) started turning its pages.  
When I was free from the table  
and paid attention to him,  
I found that he had torn it.  
I went to him  
and held him by his hand  
and turned him out of my room.  
He started weeping  
and went to his mother in the kitchen.  
His mother started fondling him  
and gave him milk in a cup to drink.  
He became quiet and came to me  
with the cup of milk.  
He sat on the floor  
and drank the milk.  
Then he tried to put the cup on  
the table.  
The cup fell down and broke.  
After that he came to me.  
I pretended that I was angry  
with him.  
He started talking to me about this  
and that in his innocent voice inviting  
my attention towards him.  
I laughed and began to tickle him till  
his cheeks turned red.

عِنْدَمَا كُنْتُ مَشْغُولًا أُرَتِّبُ  
الطَّاوِلَةَ تَوَجَّهَ إِلَى الْمَجَلَّةِ  
وَأَخَذَ يَتَصَفَّحُهَا .  
وَلَمَّا فَرَغْتُ مِنَ الطَّاوِلَةِ  
وَالْتَفَتُ إِلَيْهِ  
وَجَدْتُ أَنَّهُ كَانَ مَرَّقَهَا .  
ذَهَبْتُ إِلَيْهِ  
وَمَسَكْتُهُ بِيَدِهِ  
وَأَخْرَجْتُهُ مِنْ غُرْفَتِي .  
فَأَخَذَ يَبْكِي  
وَذَهَبَ إِلَى أُمِّهِ فِي الْمَطْبَخِ .  
أَخَذَتْ أُمُّهُ تَدَاعِبُهُ  
وَأَغَطَّتْهُ اللَّبَنَ فِي كُؤُبٍ لِلشَّرْبِ .  
فَسَكَتَ وَجَاءَ إِلَيَّ  
بِكُؤُبِ اللَّبَنِ .  
جَلَسَ عَلَى الْأَرْضِ  
وَشَرِبَ اللَّبَنَ .  
ثُمَّ حَاوَلَ أَنْ يَضَعَ الْكُؤُبَ عَلَى  
الطَّاوِلَةِ .  
فَسَقَطَ الْكُؤُبُ وَانْكَسَرَ .  
بَعْدَ ذَلِكَ قَدِمَ إِلَيَّ .  
فَتَظَاهَرْتُ أَنِّي كُنْتُ غَاضِبًا  
مِنْهُ .  
فَأَخَذَ يَتَحَدَّثُ عَنِ هَذَا  
وَذَلِكَ بِصَوْتِهِ الْبَرِيِّ يَسْتَلْفِفُ  
إِنْتِبَاهِي إِلَيْهِ .  
فَضَحِكْتُ وَ أَخَذْتُ أَدْعِدُّهُ حَتَّى  
أَحْمَرَّتْ وَجَنَّتَاهُ .

I let him off and he left the room.

After some time he returned with his toy.

Then he pulled a chair and put it  
infront of me and we sat face to face  
playing together (with each other).

فَتَرَكْتُهُ وَخَرَجَ مِنَ الْغُرْفَةِ  
وَبَعْدَ قَلِيلٍ رَجَعَ بِالْعُودَةِ.  
ثُمَّ جَرَّ كُرْسِيًّا وَوَضَعَهُ  
أَمَامِي وَجَلَسْنَا تَقَابُلُ  
وَنَتَلَاَعَبُ.

### Grammar:

In terms of number of original letters that constitute an Arabic verb, there are three varieties of Arabic verbs. They are as follows:

- (i) ثلاثي , trilateral i.e. composed of three root letters. These trilateral verbs constitute the majority of the Arabic verbs.
- (ii) رباعي , quadrilateral i.e. composed of four root-letters. We sparingly encounter these quadrilateral verbs. However they do exist and form the next majority or rather the major minority in the Arabic Verbs.
- (iii) خماسي , quintuple i.e. composed of five root-letters. These verbs are the rarest to come across with. They are the counted few and are cited only as examples in the books of grammar. These verbs, composed of three or four or five original or root-letters are known in Arabic as الافعال المجردة i.e. verbs of the first stem.

When some other letters are added to these original verbs to extract fresh forms from the verbs, such extracted forms of the verbs are known in Arabic as الافعال المزيد فيها i.e. the derived forms of the verbs.

It has been explained in the foregoing lines that the trilateral verbs form the biggest majority of the Arabic verbs, so much so that we can easily dispense with the quadrilateral and quintuple verbs if we make a little effort. It is therefore, I shall tell you only about the trilateral verbs of the first stem and their derived forms.

In simple trilateral verbs (i.e. those consisting of three different consonant letters) the first and the third letters (III person singular masculine form) always, invariably carries the fathah. The second letter may, however carry either *fathah* or *kasrah* or *dammah*. For example:

ذَهَبَ	He went
سَمِعَ	He heard
كَبِرَ	He was big

Another variety of trilateral verbs is that which consists of one or two weak letters beside one or two consonant letters. This weak letter or letters may either occur in the beginning or middle or the end. For example:

عَدَا	He ran
مَشَى	He went
قَالَ	He said

The foregoing variety of verbs is popularly known as irregular trilateral verbs. It is slightly problematic to conjugate them. (For conjugation patterns of these verbs, see appendix.)

The third variety of trilateral verbs is that which consists of two identical letters i.e. the second & the third letters are one and the same. It is therefore these two letters are written as one and said twice with the help of shaddah. On the face value, such verbs appear to be biliteral i.e. composed of two root-letters. However, in reality and for all practical purposes they are fully trilateral verbs. For example:

مَدَّ (مَدَدَ)	He stretched
فَرَّ (فَرَر)	He ran away

These trilateral verbs of the first stem are categorised under form (i). Now, let us take up the derived forms of the trilateral verbs. For our convenience we can divide them into three categories: A, B and C.

(A) Verbs having only one additional letter in excess of the three originals. This may be wrought:

- (ii) By doubling the second root-letter e.g. رَجَعَ to restore; to return s. th. (from رَجَعَ to return i.e. to come back or to go back).

In terms of meaning, it changes an intransitive or reflexive verb into transitive. Its normal infinitive verbal form is on the pattern of تَفْعِيل as we find تَرْجِع in the case of رَجَعَ.



- (iii) By adding one Alif after the first root-letter e.g. دَاعَبَ to fondle (from دَعَبَ to joke).

In terms of meaning, it normally expresses the application of the act of the root form to another person. This form is always transitive. Its infinitive verb is always drawn on the pattern of مُفَاعَلَة as we find in the case of مُدَاعَبَة from دَاعَبَ

- (iv) By adding one Alif before the first root-letter. e.g. أَنْزَلَ to take (s.o.) down (from نَزَلَ to get down).

This additional Alif changes the meaning of the intransitive verb into transitive and that of the transitive into double transitive. This form of verb is popularly known as causative. Its infinitive verb is drawn on the pattern of إِنْزَال as we find إِنْزَالَ from أَنْزَلَ.

- B) Verbs having two additional letters in excess of the three originals. This may be wrought:

- v) By placing ت before the first root-letter and doubling the second root-letter. e.g. تَقَدَّمَ to move ahead (from قَدِمَ to come).

In terms of meaning, this form is normally the reflexive of form (ii). For example قَدِمَ means to move some one or some thing ahead and تَقَدَّمَ means to move ahead oneself.

Its infinitive verb is drawn on the pattern of تَفَعُّل , as we find تَقَدَّمَ in the case of تَقَدَّمَ.

- vi) By adding ت before the first root-letter and interfixing Alif after the first root letter. e.g. تَلَاعَبَ to play together (from لَعِبَ to play).

It is normally the reflexive of form (iii). For example لَاعَبَ means play with and تَلَاعَبَ means to play together. Also that لَاعَبَ pattern takes subject and the object. e.g. لَاعَبَ الْوَلَدُ بِنْتًا : The boy played with a girl , whereas تَلَاعَبَ takes only the subject, e.g. تَلَاعَبَ الْوَلَدُ وَالْبِنْتُ : the boy and the girl played together.

ts infinitive verb is drawn on the pattern تَفَاعُل , as we find تَلَاعَبَ from تَلَاعَبَ.

- (vii) By adding ا & ن before the three root-letters. e.g. اِنْكَسَرَ to be broken (from كَسَرَ to break).

It changes a transitive verb into a reflexive verb. It may also be treated as passive for all practical purposes. Its infinitive verb form is drawn on the pattern of اِنْفِعَال as we find اِنْكَسَار from اِنْكَسَرَ.

- (viii) By adding ا before the first and ت after the first root-letter. e.g. اِلْتَفَتَ to pay attention (from لَفَتَ to draw attention).

It is difficult to relate it with any particular shade of meaning i.e. reflexive or intransitive or passive etc. however, in a large number of cases, this verb pattern changes the transitive verb into reflexive. Its infinitive verb is drawn on the pattern of اِلْتِعَال as in the case of اِلْتِفَات from اِلْتَفَتَ.

- (ix) By adding ا before the first root-letter and doubling the last root-letter. e.g. اِغْوَجَّ to be crooked (from عَوَجَّ to be bent).

This verb pattern is reserved for describing colours or physical defects. Its infinitive verb is drawn on the pattern of اِفْعِلَال as in the case of اِغْوَجَّ from عَوَجَّ.

- (C) Verbs having three additional letters in excess of the three root-letters. This is wrought:

- (x) By adding ا، م، & ت respectively before the three root-letters of the verb. e.g. اِسْتَلْفَتَ to request some one's attention (from لَفَتَ, to draw attention).

This verb pattern is employed to express desire or request and such other relative meanings. Its infinitive is drawn on the pattern of اِسْتِفْعَال, as in the case of اِسْتَلْفَات from اِسْتَلْفَتَ.

Apart from these verb patterns from (i) to (x), there are five more patterns. However, they are sparingly used.

I have given alongside each verb pattern the shade of meaning for which it is ordinarily employed. However, it also should be made amply clear that it is not essential that a particular verb pattern from all verbs shall always

have the same shade of meaning. It might have a different shade of meaning as well.

Theoretically speaking, we can derive all the verb patterns from a single verb consisting of three root-letters. However practically it does not obtain in the case of all the verbs. Some root-verbs might have only three verb-patterns in practical use. Some others might have four, five or six, while some others might have more than this. However, no verb can necessarily provide all the forms.

The conjugation of all the derived verbs is the same as that of the triliteral original verbs. In other words same prefixes, interfixes and suffixes are used in the conjugation of the derived verbs. Please see appendix for sample conjugations.

### **Exercises:**

#### **1. (a) Translate into Arabic:**

- (1) Did you receive your brother's letter?
- (2) I want to employ one maid-servant for the house chores.
- (3) I don't expect any good from him now.
- (4) He threw a stone at the sleeping dog.
- (5) Has the postman delivered your parcel to you?
- (6) I know that you helped me a lot in that difficult time.
- (7) We sat together and spoke about our past days.
- (8) We shall meet here tomorrow again.
- (9) The bottle fell down and was broken.
- (10) Has he gone to his college?

- (b) I had great desire to visit Varanasi. This city of Varanasi is famous for its sarees, temples and the river Ganges. But every time I prepared to go there, some thing or other prevented me from it. No solid opportunity came my way to go there. One day I was very happy. Finally, a very solid opportunity was there. Banaras Hindu University

had invited me to conduct viva voce examination for two Ph. D students in Arabic. On receiving this invitation I rushed to the railway booking office to reserve my ticket. I always prefer train journey to air journey. The booking office was crowded with people. People were standing in long queues. I also stood in one queue. Soon I realised that the queues were moving fast. In a few minutes time I found myself facing the counter clerk. He received me with courtesy and smiled to me gently. I handed over to him my reservation form with requisite information. He passed a look at my form. After that his fingers began to tap the keys of the computer. Fortunately reservation for my date was available. He gently asked me money for the ticket. I took out my purse from my pocket and gave him the money. He received the money and handed over my ticket to me. I smiled to him in thanks-giving and he smiled to me in return.

(2) Translate into English:

(a)

(1) أَرْكَبُهُ فِي سَيَّارَتِي وَ ذَهَبْتُ بِهِ إِلَى الْمُسْتَشْفَى.

(2) اسْتَقْبَلَنِي مُضِيفِي عَلَى بَابِ مَنْزِلِهِ.

(3) قَدَّمَ لِي الْفَارِسُونَ فَنَجَّانَ شَاى سَاحِبِ.

(4) كَانَ يَمْشِي عَلَى الْمَاءِ فَأَنْزَلَقَ.

(5) هَلْ سَتَسَافِرُ إِلَى لُنْدُنَ فِي الشَّهْرِ الْقَادِمِ.

(6) لَا أَتَذَكَّرُ اسْمَ مُدَرِّسِي.

(7) تَضَفَّرَ الْعَيْنَانِ فِي مَرَضِ الْيَرْقَانِ.

(8) يَجِبُ أَنْ نَحْتَرِمَ أَسَاطِدَنَا.

(9) جَلَسْنَا نَتَبَادَلُ الْحَدِيثَ عَنْ ذِكْرِيَّاتِ الْمَاضِي.

(10) سَمِعْتُ صَوْتًا مُزْعِجًا وَاسْتَيْقَظْتُ مِنَ النَّوْمِ.

(b) بَعْدَ إِكْمَالِ دِرَاسَاتِي فِي الْجَامِعَةِ صَيِّغْتُ كَثِيرًا مِنْ وَفْتِي الْعَالِي فِي الْبَحْثِ عَنْ وَظِيفَةِ

حُكُومِيَّةٍ. تَقَدَّمْتُ بِطَلَبَاتٍ إِلَى الْوِزَرَاتِ وَالسَّفَارَاتِ وَالْمَكَاتِبِ الْحُكُومِيَّةِ وَ غَيْرِ

الْحُكُومِيَّةِ وَلَكِنْ لِلْأَسَفِ الْجَوَابُ كَانَ "لَا".

ذَاتَ يَوْمٍ فِي الصَّبَاحِ كُنْتُ جَالِسًا فِي فِنَاءٍ بَنَيْتِ اتَّصَفُحُ الْجَرِيدَةَ إِذْ سَمِعْتُ طَرْقَةً عَلَى الْبَابِ. فَتَحْتُ الْبَابَ وَرَأَيْتُ صَدِيقِي. كَانَ زَمِيلِي فِي الدَّرَاسَةِ فِي الْجَامِعَةِ. فَأَذَحَلَنِي الْمَنْزِلَ وَرَافَقَنِي إِلَى غُرْفَةِ الْإِسْتِقْبَالِ وَجَلَسْنَا نَتَقَابَلُ. عِنْدَمَا كُنَّا مَشْغُولَيْنِ فِي الْحَدِيثِ عَنِ الْأَيَّامِ الْغَابِرَةِ جَاءَتْ أُخْتِي مَعَ الشَّيْءِ وَ الْبَسْكَوَيْتِ. سَأَلْتُ صَدِيقِي عَنْ عَمَلِهِ فَقَالَ لِي مَصْنَعٌ صَغِيرٌ لِلْأَعْيِبِ اللَّذْنِيَّةِ (الْبِلَاسْتِكِيَّةِ). شَرَعْتُ الْعَمَلَ فِيهِ بِنَفْسِي أَوَّلًا، ثُمَّ رُوَيْدًا رُوَيْدًا اسْتَحْدَمْتُ بَعْضَ الْعَامِلِينَ. وَالْآنَ هُنَاكَ عِشْرُونَ شَخْصًا يَفْعَلُونَ فِي هَذَا الْمَضْعِ وَأَنَا الْحَمْدُ لِلَّهِ سَعِيدٌ. فَأَقْتَرَبْتُ مِنْهُ بِاهْتِمَامٍ وَ سَأَلْتُهُ اسْأَلْهُ. فَبَادَلَنِي الْإِهْتِمَامَ بِالْإِهْتِمَامِ وَ وَعَدَنِي بِكُلِّ الْمُسَاعَدَةِ. فَعَزَمْتُ أَيْضًا عَلَى بَدْءِ عَمَلٍ مِثْلَهُ حَتَّى لَا يَضِيعَ الْمَزِيدُ مِنْ وَقْتِي.

- (3) Separate all the derived verbs from the foregoing passage and use them in sentences of your own in their different forms i.e. singular & plural forms etc.

### Glossary

### الكلمات العسيرة

To receive (s. th.)

إِسْتَلِمَ / يَسْتَلِمُ / اسْتِلَامًا

To employ

اسْتَحْدَمَ / يَسْتَحْدِمُ / اسْتِحْدَامًا

Maid-servant

خَادِمَةٌ (SF) خَادِمَاتُ (P)

House chores

أَعْمَالُ مَنْزِلِيَّةٍ

To expect

تَوَقَّعَ / يَتَوَقَّعُ / تَوَقُّعًا

Good

خَيْرٌ (Adj. SM)

To throw

أَلْقَى / يُلْقِي / إلقاء

Stone

حَجَرٌ (SM) أَحْجَارٌ (P)

Sleeping

نَائِمٌ (Adj. SM)

Postman

سَاعِي الْبَرِيدِ

To deliver

سَلَّمَ / يُسَلِّمُ / تَسْلِيمًا

Parcel

طَرْدٌ (SM) طُرُودٌ (P)

To help

سَاعَدَ / يُسَاعِدُ / مُسَاعَدَةٌ

A lot

كَثِيرٌ (Adj.)

Difficult	صَعْبٌ (Adj. SM)
To sit together	تَجَالَسَ / يَتَجَالَسُ / تَجَالَسَا
To speak (together)	تَحَادَثَ / يَتَحَادَثُ / تَحَادَثَا
Day	يَوْمٌ (SM) أَيَّامٌ (P)
Past	مَاضِي (Adj. SM)
To meet; to assemble	اجْتَمَعَ / يَجْتَمِعُ / اجْتَمَعَا
Once again	مَرَّةً أُخْرَى (Adv. of time)
Bottle	زُجَاجَةٌ (SF) زُجَاجَاتٌ (P)
To fall down	سَقَطَ / يَسْقُطُ / سَقُوطًا
To be broken	انْكَسَرَ / يَنْكَسِرُ / انْكَسَارًا
College	كُلِّيَّةٌ (SF) كُليَّاتٌ (P)
To make s. o. ride; to give a lift	أَرْكَبَ / يُرَكِّبُ / أَرْكَابًا
To go	ذَهَبَ / يَذْهَبُ / ذَهَابًا
To take (s. o., s. th.) to	ذَهَبَ / يَذْهَبُ / ذَهَابًا (ب)
Hospital	مُسْتَشْفَى (SM) مُسْتَشْفَيَاتٌ (P)
To receive (s.o.)	اِسْتَقْبَلَ / يَسْتَقْبِلُ / اِسْتِقْبَالًا
House	مَنْزِلٌ (SM) مَنَازِلُ (P)
To offer	قَدَّمَ / يُقَدِّمُ / تَقْدِيمًا
Garçon, service boy	غَارْشُون
Waiter	نَادِلٌ (SM) نُدُلٌ (P)
Cup	فِنْجَانٌ (SM) فِنْجَانِيْنٌ (P)
Hot	سَاخِنٌ (Adj. SM)
To walk	مَشَى / يَمْشِي / مَشْيًا
To slip	اِنْزَلَقَ / يَنْزِلِقُ / اِنْزِلَاقًا
To travel	سَافَرَ / يُسَافِرُ / مُسَافَرَةً
London	لَنْدُن
Month	شَهْرٌ (SM) شُهُورٌ (P)

Next, coming	قَادِمٌ (VN/SM)
To turn yellow, to turn pale	إِضْفَرُّ / يَضْفَرُّ / إِضْفِرَارًا
Eye	عَيْنٌ (SF) عَيْونٌ (P)
Disease	مَرَضٌ (SM) أَمْرَاضٌ (P)
Jaundice	الْيَزْقَانُ
To be necessary	وَجَبَ / يَجِبُ / وَاجِبًا
To respect	إِحْتَرَمَ / يَحْتَرِمُ / إِحْتِرَامًا
Teacher; professor	أُسْتَاذٌ (SM) أَسَاتِذَةٌ (P)
To recall	تَذَكَّرَ / يَتَذَكَّرُ / تَذَكُّرًا
Memory	ذِكْرَى (SF) ذِكْرِيَّاتٌ (P)
In the memory of	فِي ذِكْرَى
Sound; voice	صَوْتُ (SM) أَصْوَاتٌ (P)

## LESSON — 18

## الدرس — ١٨

### Numbers

### الصيغة العددية

This is a class.

هَذَا فِصْلٌ.

The teacher is present.

الْأُسْتَاذُ مَوْجُودٌ.

He is sitting on the chair.

هُوَ جَالِسٌ عَلَى الْكَرْسِيِّ.

His book is open.

كِتَابُهُ مَفْتُوحٌ.

The (boy & girl) students

الطُّلَابُ وَ الطَّالِبَاتُ

are sitting on the chairs.

جَالِسُونَ عَلَى الْكَرَاسِيِّ.

Their books are open.

كُتُبُهُمْ مَفْتُوحَةٌ.

The teacher said:

قَالَ الْأُسْتَاذُ:

We read a lesson yesterday and today

قَرَأْنَا دَرَسًا أَمْسَ وَالْيَوْمَ

we will read two lessons.

سَنَقْرَأُ دَرَسَيْنِ.

These two lessons talk

هَذَانِ الدَّرَسَانِ يَتَحَدَّثَانِ

about a lazy boy.

عَنْ وَلَدٍ كَسَلَانَ.

He did not work as he should have.

إِنَّهُ لَمْ يَعْمَلْ كَمَا يَجِبُ .

Therefore, he failed in life.

لِذَا فَشِلَ فِي الْحَيَاةِ .

He did not achieve

وَلَمْ يَنْحَصِلْ

anything worth mentioning.

عَلَى شَيْءٍ يُذَكَّرُ .

When the teacher was busy in

عِنْدَمَا كَانَ الْأُسْتَاذُ مُنْهَمِكًا فِي

presenting the gist of this lesson,

تَقْدِيمِ خُلَاصَةِ هَذَا الدَّرْسِ ،

Hamid & Shanker came

جَاءَ حَامِدٌ وَ شَنْكَرُ

and they entered the class.

وَ دَخَلَا الْفَصْلَ .

The teacher closed his book

أَغْلَقَ الْأُسْتَاذُ كِتَابَهُ

and he paid attention (turned) to Hamid and

وَ تَوَجَّهَ إِلَى حَامِدٍ

Shanker, and asked them:

وَ شَنْكَرَ وَ سَأَلَهُمَا:



Where were you and why are you late  
for the lesson?

Hamid and Shanker replied.

We were sitting in the library  
and we did not hear the bell.

About the same time

Asha & Usha came.

The teacher asked them:

O' Asha & Usha! Where were you?

Why are you late for the lesson?

They (both) said: sir, we left  
house on time but we missed  
the bus that is why we are late.

We are very sorry.

When the teacher was busy talking  
he heard some sound in the class.

The (boy & girl) students were busy  
in talking among themselves.

The teacher saw two girls talking.

The teacher scolded them and he said:

Why are you talking, O' Maria & Leela.

The (two) girls became silent.

Jameel & Joseph were  
busy with something.

The teacher asked them:

What are you (both) doing

O' Jameel and Joseph?

أَيْنَ كُنْتُمَا وَلِمَاذَا تَأَخَّرْتُمَا  
عَنِ الدَّرْسِ؟

فَاجَابَ حَامِدٌ وَشَنْكَرُ:

كُنَّا جَالِسَيْنِ فِي الْمَكْتَبَةِ  
وَلَمْ نَسْمَعْ الْجَرَسَ.

فِي نَفْسِ الْوَقْتِ

قَدِمَتْ آشَا وَ أُوشَا.

سَأَلَهُمَا الْأُسْتَاذُ:

أَيْنَ كُنْتُمَا يَا آشَا وَ أُوشَا.

لِمَاذَا تَأَخَّرْتُمَا عَنِ الدَّرْسِ؟

فَقَالَتَا: يَا سَيِّدِي، خَرَجْنَا

مِنَ الْمَنْزِلِ فِي الْوَقْتِ وَلَكِنْ فَاتَنَا

الْبَاصُ وَلِذَلِكَ تَأَخَّرْنَا.

نَحْنُ مُتَأَسِّفَتَانِ جِدًّا.

بَيْنَمَا كَانَ الْأُسْتَاذُ مَشْغُولًا فِي الْحَدِيثِ

سَمِعَ صَوْتًا فِي الْفَصْلِ.

كَانَ الطُّلَابُ وَالطَّالِبَاتُ مَشْغُولِينَ

فِي الْحَدِيثِ بَعْضُهُمْ مَعَ الْبَعْضِ.

رَأَى الْأُسْتَاذُ بِنْتَيْنِ تَتَحَدَّثَانِ.

فَنَهَرَهُمَا الْأُسْتَاذُ وَقَالَ:

لِمَاذَا تَتَحَدَّثَانِ يَا مَارِيَا وَلَيْلَا.

فَسَكَتَتِ الْبِنْتَانِ.

كَانَ جَمِيلٌ وَ جَوْزَيْفُ

مَشْغُولَيْنِ بِشَيْءٍ.

فَسَأَلَهُمَا الْأُسْتَاذُ:

مَاذَا تَعْمَلَانِ

يَا جَمِيلُ وَ جَوْزَيْفُ.

They (both) did not say anything  
and they (both) sat without movement.  
The teacher said:  
It is very necessary for you (all) to come  
to the class on time.  
This will help you in future,  
God willing.  
After that, the teacher took the book and  
read the lesson  
and explained the meanings  
for the (boy & girl) students.

فَلَمْ يَقُولَا شَيْئًا  
وَجَلَسَا بِدُونِ تَحَرُّكِ.  
قَالَ الْأُسْتَاذُ:  
مِنَ الضَّرُورِيِّ لَكُمْ الْقُدُومُ  
إِلَى الْفَضْلِ فِي الْوَقْتِ.  
هَذَا يُفِيدُكُمْ مُسْتَقْبَلًا،  
إِنْ شَاءَ اللَّهُ.  
بَعْدَ ذَلِكَ أَخَذَ الْأُسْتَاذُ الْكِتَابَ  
وَقَرَأَ الدَّرْسَ  
وَشَرَحَ الْمَعَانِيَ  
لِلطُّلَابِ وَالطَّالِبَاتِ.

### Grammar:

There are three numbers in Arabic. They are:

- i) Singular number
- ii) Dual number
- iii) Plural number

- (١) صيغة المفرد
- (٢) صيغة التثنية
- (٣) صيغة الجمع

i) Singular number of a noun is that word which indicates one person, unit or item etc., as against two or more.

### Example:

- One boy
- One girl
- One dog
- One car
- One city
- One officer

- وَلَدٌ
- بِنْتٌ
- كَلْبٌ
- سَيَّارَةٌ
- مَدِينَةٌ
- مَوْظِفٌ

ii) Dual number is a characteristic of the Arabic language. As would be evident from the name, it indicates duality of a noun. It is very simple to

make it from the original singular noun. We have to suffix to any noun of singular number **أَن**. The last letter of the singular noun will now be given a *Fathah* and the **ن** of this dual will have a *kasrah*.

### Example:

Two boys	وَلَدَانِ = أُن + وَلَدَانِ
Two girls	بَنَاتَانِ
Two dogs	كَلْبَانِ
Two cars	سَيَّارَتَانِ
Two cities	مَدِينَتَانِ
Two officers	مَوْظِفَانِ

The dual number of the noun so obtained is supposed to be in the nominative case. For example we would say:

Two boys came	قَدِمَ وَلَدَانِ
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It should be very clear from the sentence that وَلَدَانِ is the subject of the verb قَدِمَ. In the accusative and the genitive cases this **أَن** of the nominative case is replaced by **نِ**. The letter preceding the **نِ** retains its *fathah*. The **ن** of duality also continues to retain its *kasrah*.

### Example:

Two boys	وَلَدَيْنِ
Two girls	بَنَاتَيْنِ
Two dogs	كَلْبَيْنِ
Two cars	سَيَّارَتَيْنِ
Two cities	مَدِينَتَيْنِ
Two officers	مَوْظِفَيْنِ

Now to express the meaning:

I saw two boys

We would say:

رَأَيْتُ وَلَدَيْنِ

Similarly if we want to say-

I went to two boys

ذَهَبْتُ إِلَى وَلَدَيْنِ

iii) The plural number of a noun is that word which indicates in Arabic more than two persons or things etc.

### Example:

Boys	أَوْلَادَ
Girls	بَنَاتُ
Dogs	كِلَابُ
Cars	سَيَّارَاتُ
Cities	مُدُنُ
Officers	مَوْظِفُونَ

### Kinds of plural:

There are two kinds of plural in Arabic. They are:

- |                  |                           |
|------------------|---------------------------|
| i) Broken plural | (٢) الْجَمْعُ الْمَكْسَرُ |
| ii) Sound Plural | (٢) الْجَمْعُ السَّالِمُ  |

#### i) Broken Plural

الجمع المكسر

Broken plural is formed from the singular noun by breaking the order of the letters composing a singular noun and by adding one or two or more letters. In some nouns one or two or more letters might have to be removed and the original vowel points replaced by some other vowel points. In brief we can say that wherever obtains replacement or displacement of letters or vowel points the plural so made is called broken plural.

### Examples:

Boys	أَوْلَادَ
Books	كُتُبُ

Careful observation of the word أَوْلَادَ will tell you that this plural has been made from the singular noun وَلَدٌ . one 'Alif ' has been added before the

original 'Waw و' letter and another 'Alif ا' is inserted after the original 'laam ل' letter. Thus in this way by disturbing the order of the original letters and introducing additional letters we have made a broken plural of **وَلَدٌ**.

In the case of **كُتِبَ** we have removed the original 'alif ا' of the singular noun **كِتَابٌ** which means one book. Original vowel points of **كِتَابٌ** have also been disturbed.

There are set patterns of broken plurals. However, they are so many. Similarly there are exceptions to the rules. It is therefore, suggested that the students should refer to teacher or dictionary to acquire plurals of those singular nouns from which we can not make sound plurals.

## ii) Sound Plural **الْجَمْعُ السَّالِمُ**:

Unlike the broken plural, there is no deletion of letters in this kind of plurals. We don't have to prefix or interfix any letter or letters to the original form of the singular noun. We can make this kind of plural from certain fixed forms of singular nouns by suffixing to it certain letters. Sound plural is further divided into two forms as follows:

- |                               |   |
|-------------------------------|---|
| 1) Sound plural for Masculine | <b>الْجَمْعُ السَّالِمُ لِلْمَذَكَّرِ</b> |
| 2) Sound plural for Feminine  | <b>الْجَمْعُ السَّالِمُ لِلْمَوْنِثِ</b>  |

### 1) Sound plural for Masculine:

Sound plural is generally made from the Active participle and the passive participle i.e. **اسم المفعول** and **اسم الفاعل**.

Sound plural masculine in the nominative case is obtained by suffixing to the singular noun waw و and ن noon. In this kind of plural waw و is always preceded by a *dammah* and the ن noon necessarily carries *fathah*. For example:

Murderers came.	قَدِمَ قَاتِلُونَ	قَاتِلٌ + وَنَ = قَاتِلُونَ
Muslims came.	قَدِمَ مُسْلِمُونَ	مُسْلِمٌ + وَنَ = مُسْلِمُونَ
Tailors came.	قَدِمَ خَيَّاطُونَ	خَيَّاطٌ + وَنَ = خَيَّاطُونَ

However, in the accusative and genitive cases we have to suffix **ى** Yaa and **ن** noon. In this case the **ى** Yaa has to be necessarily preceded by *kasrah* and the noon **ن** retains its *Fathah*. For example:

I saw murderers.	رَأَيْتُ قَاتِلِينَ	قَاتِلٍ + يَنْ = قَاتِلِينَ
I saw muslims.	رَأَيْتُ مُسْلِمِينَ	مُسْلِمٍ + يَنْ = مُسْلِمِينَ
I saw tailors.	رَأَيْتُ خَبَّاطِينَ	خَبَّاطٍ + يَنْ = خَبَّاطِينَ

## 2) Sound plural for feminine:

It is generally wrought from nouns which terminate in Taa Marboota i.e. round Taa **ة**, e.g.

notebook	كُرَّاسَةٌ
table	طَاوِلَةٌ

Procedure is as follows:

To obtain plural from such nouns we remove the round Taa i.e. **ة** and instead we suffix elongative alif and normal stretched Taa **ات**.

### Example:

Muslim woman	(SF) مُسْلِمَةٌ
Muslim women	(PF) مُسْلِمَاتٌ
Lady worker	(SF) عَامِلَةٌ
Lady workers	(PF) عَامِلَاتٌ

In the nominative case the letter before alif shall bear Fathah and the **ت** carries *dammah* — double *dammah* if the noun is not defined with **ال** Al and single if the noun is defined with **ال** or by way of *Idaafat* i.e. ascription:

(Some) Muslim women came	قَدِمَتْ مُسْلِمَاتٌ
(Some) Lady workers entered	دَخَلَتْ عَامِلَاتٌ
The Muslim women came	قَدِمَتْ الْمُسْلِمَاتُ
The Indian Muslim women came	قَدِمَتْ مُسْلِمَاتُ الْهِنْدِ
The lady workers of the factory entered	دَخَلَتْ عَامِلَاتُ الْمَصْنَعِ

In the accusative & genitive cases the stretched Taa ت will accept *kasrah*—double or single as per conditions explained above.

### Example:

I saw (some) Muslim women

I saw the Muslim women

I ate with (some) Muslim women.

رَأَيْتُ مُسْلِمَاتٍ  
رَأَيْتُ الْمُسْلِمَاتِ  
أَكَلْتُ مَعَ مُسْلِمَاتٍ

### Notes:

- 1 Names of objects which do not have broken plurals, take sound feminine plural.
2. Verbal nouns generally take sound plurals.

There are three kinds of verbal noun in Arabic:

- i) Verbal noun of infinitive meaning. This will be referred to as infinitive henceforth. This verbal noun generally takes sound feminine plural.
- ii) Verbal noun extracted from the verb to mean the doer of some action. It is called in Arabic اسم الفاعل. Rules regarding the making of اسم الفاعل i.e. the English active participle are explained in lesson no. 19. Henceforth this verbal noun will be referred to as active participle.
- iii) Verbal noun extracted from the verb to mean the receiver of the action. It is called in Arabic اسم المفعول i.e. the English passive participle. Rules regarding the making of it are explained in lesson no. 19. Henceforth this verbal noun will be referred to as passive participle.

It should be remembered here that active participle i.e. اسم الفاعل is different from the subject i.e. فاعل.

Similarly the passive participle i.e. اسم المفعول is different from the object of the verb i.e. مفعول.

**Exercises:**

- 1) Separate the sound plurals and the broken plurals from the following and use them in all the three cases (i.e. nominative, accusative and genitive cases) in sentences of your own:

(الف)

- (١) اجتمع الطلاب في النادي. (٢) ما كانت الطالبات موجودات في الفصل.  
 (٣) لا أشاهد أفلاما كثيرة. (٤) كانت الشجون مملوءة بالمجرمين.  
 (٥) الكلاب نائمة تحت الشجرة. (٦) كانت السيارات واقفة في الساحة.  
 (٧) قدم المدرسون مبكرا إلى المدرسة. (٨) ماقرأت شيئا من هذه الكتب.  
 (٩) لا نفتح المكتبات والكليات والجامعات والمكاتب في يوم عيد الاستقلال.  
 (١٠) ذهبت طبيبات ماهرات إلى الإمارات العربية المتحدة.

(ب)

هذه مدرسة. هذه المدرسة جيدة. هي تدرس اللغة الإنجليزية وعلوم الاجتماع. هناك عدد لا بأس به من المدرسات في هذه الكلية. انني اخترت هذه الكلية من بين جميع الكليات في نيو دلهي لأنها تعتبر أحسن الكليات والسبب في ذلك يرجع إلى المستوى التعليمي في هذه الكلية في جميع المواد. يوجد في هذه الكلية مدرسون أيضا. هؤلاء المدرسون والمدرسات تخرجوا في جامعات أجنبية وحيث أن الكلية تدفع مرتبات جيدة للمدرسين والمدرسات فلذلك هم كلهم يخلصون لعملهم. تتكون هيئة المديرين لهذه الكلية من كبار الأكاديميين من الهند والأجانب.

(ج)

هذا الصباح متى وصلت مكتبي وجدت أن الباب كان مغلقا. كان فراشا المكتب واقفين أمام الباب. فأخبراني أن المفتاح للباب الأمامي كان ضاع. وقالوا لي أن ادخل من الباب الخلفي. متى دخلت المكتب رأيت الموظفين الآخرين موجودين، لم أر فقط كاتبين. كنت أيضا متأخرا. ذهبت إلى طاولتي ورأيت كومة من الملفات. جلست على كرسي وبدأت أنصرف مع الملفات.



### Translate into Arabic:

(A) One pleasant after noon in winter I was going to the market with my daughter. When we reached the market we saw a crowd of people and a good number of police personnel. Though most of the shops were open, however, some uneasiness prevailed in the atmosphere. I asked one shopkeeper about the reason of the police presence in the market. He told me that one jewellery shop had been broken into the previous night. The thieves had taken away every thing from the shop. My daughter asked me: Are there only men thieves? I told her: there are women criminals also. There are women-thieves, lady pickpockets and lady murderers. They are not many. These women-criminals work in collaboration with men-criminals. My daughter asked: Who catches these women-criminals? Are their policewomen? I told her: Yes, there are policewomen also. We have lady officers in all our offices.

B) The police man is a government employee. He wears an official uniform. He always has a stick in his hand. He moves from one place to another. He catches thieves, gamblers, drunkards and all bad people. Bad people are afraid of him.

3: Translate into English the passages of question number one.

### Glossary

### الكلمات العسيرة

To assemble, to meet

اجتمع / يجتمع / اجتماعاً

Club

نادى (SM) نوادى (P)

To see, to watch

شاهد / يشاهد / مشاهدة

Film

فيلم (SM) أفلام (P)

Gaol, jail

سجن (SM) سجون (P)

Full, filled up

مملوء (SM) (Adj.)

Criminal

مجرم (SM) مجرمون (P)

Occasion of festivity

عيد (SM) أعياد (P)

To become free,	إِسْتَقْلَّ / يَسْتَقِلُّ / إِسْتِقْلَالًا
To become independent	
Ladydoctor	طَبِيبَةٌ (SF) طَبِيبَات (P)
Expert, dexterous	مَاهِرٌ (Adj. SM)
United Arab Emirates	الإِمَارَاتُ الْعَرَبِيَّةُ الْمُتَّحِدَةُ
Dog	كَلْبٌ (SM) كِلَابٌ (P)
Open space, parking lot	سَاحَةٌ (SF) سَاحَات (P)
Sociology, social science	عِلْمُ الْإِجْتِمَاعِ
There	هُنَاكَ (Adv. of place)
Number	عَدَدٌ (SM) أَعْدَادٌ (P)
Considerable, not negligible, quite a few	لَا بَأْسَ بـ
To choose, to select	إِخْتَارَ / يَخْتَارُ / إِخْتِيَارًا
To consider	إِغْتَبَرَ / يَغْتَبِرُ / إِغْتِبَارًا
Reason	سَبَبٌ (SM) أَسْبَابٌ (P)
To go back, to return	رَجَعَ / يَرْجِعُ / رُجُوعًا
Standard, level	مُسْتَوًى (SM) مُسْتَوِيَات (P)
Standard of education	المُسْتَوَى التَّعْلِيمِي
Material; course (of study)	مَادَّةٌ (SF) مَوَادُّ (P)
To find	وَجَدَ / يَجِدُ / وَجُودًا
To be found	وُجِدَ / يُوجَدُ / وَجُودًا
To graduate	تَخَرَّجَ / يَتَخَرَّجُ / تَخَرُّجًا (في)
Foreign, foreigner	أَجْنَبِيٌّ (Adj. SM) أَجَانِبُ (P)
To be sincere, to devote	أَخْلَصَ / يُخْلِصُ / إِخْلَاصًا
To consist of	تَكُونُ / يَتَكَوَّنُ / تَكُونًا
Body, board	هَيْئَةٌ (SF) هَيَّاتٌ (P)
Director	مُدِيرٌ (SM) مُدِيرُونَ (P)
Academician, academic	أَكَادِيمِيٌّ (SM)
Closed	مُغْلَقٌ (PP/SM)

To inform	أَخْبَرَ / يُخْبِرُ / إخبارًا
Key	مِفْتَاح (SM) مَفَاتِيح (P)
Back, behind	خَلْفَ (Adv. of place)
Only	فَقَطْ
Pile	كُومَة (SF) كُومَات (P)
File	مِلَف (SM) مِلَفَات (P)
To begin	بَدَأَ / يَبْدَأُ / بَدْء
To dispose of	تَصَرَّفَ / يَتَصَرَّفُ / تَصَرُّفًا
Pleasant	لَطِيف (SM)
Good	جَمِيل (SM)
Afternoon	عَصْر (SM) عَصُور (P)
Market	سُوق (SM/F) أسواق (P)
When	عِنْدَمَا (Adv. of time)
People	إِنْسَان (SM) أَنَاس / نَاس (P)
Good number, large number	عَدَدٌ كَبِير
Crowd	زِحَام (SM) زَحْمَة (SF)
Police personnel	رِجَالٌ مِنَ الشُّرْطَة
Though, despite	بِالرَّغْمِ مِنْ / عَلَى الرَّغْمِ مِنْ
Uneasiness	إِضْطِرَاب (SM)
To prevail	سَادَ / يَسُودُ / سِيَادَة
To be broken into	سُرِقَ / يُسْرَقُ / سَرَقَة
Jewellery	مُجَوَّهَر (SM) مُجَوَّهَرَات (P)
Night	لَيْلَة (SF) لَيَالِي (P)
Previous night, last night	لَيْلَة أَمْسٍ
Thief	لِص (SM) لُصُوص (P)
Criminal (man)	مُجْرِم (SM) مُجْرِمُونَ (P)
Criminal (lady/ woman)	مُجْرِمَة (SF) مُجْرِمَات (P)
Pickpocket	نَشَّال (SM) نَشَّالُونَ (P)

Murderer	قَاتِلٌ (SM) قَتْلَةٌ / قَاتِلُونَ (P)
In collaboration with	بِالتَّعَاوُنِ مَعَ
To catch	مَسَكَ / يَمْسُكُ / مَسْكًا
To arrest, to catch	أَلْقَى / يُلْقِي الْقَبْضَ عَلَى
Policeman	شُرْطِيٌّ (SM) شُرَاطِيُونَ (P)
Policewoman	شُرْطِيَّةٌ / شُرَاطِيَّاتٌ (P)
Officer/ captain	ضَابِطٌ (SM) ضَبَاطٌ
Dress, uniform	زِيٌّ (SM) اِرْيَاءٌ (P)
Official dress/ uniform	زِيٌّ رَسْمِيٌّ
Stick	عَصَا (SF) عِصْيٌ (P)
Gambler	مُقَامِرٌ (SM) مُقَامِرُونَ
Drunkard	سَكْرَانٌ (SM) سُكَارَى (P)
Afraid, fearful	خَائِفٌ (SM) خَائِفُونَ (P)
To hear, to listen	سَمِعَ / يَسْمَعُ / سَمْعًا
Sorry, regretful	مُتَأَسِّفٌ (SM) مُتَأَسِّفُونَ (P)
To become silent	سَكَتَ / يَسْكُتُ / سَكُوتًا

## LESSON — 19

## الدرس — ١٩

Verbal Nouns:

الاسماء الفعلية:

### Active Participle And Passive Participle

### اسم الفاعل و اسم المفعول

I am a research scholar in the centre of  
Arabic and African Studies  
in the school of languages  
in Jawaharlal Nehru University.

This University is famous all over the  
world for its high academic standard.

During last winter break

I went to Hyderabad  
on an educational tour.

I went to Usmania University and

I met (men) teachers and (lady) teachers of  
the Arabic language.

I also met (boy) students  
and (girl) students.

I had work in the University library.

Therefore, I took a letter from  
the head of the Arabic department  
for the Librarian.

I visited the library on the same day  
in the afternoon and I saw in the library

أَنَا طَالِبٌ بَاحِثٌ فِي مَرْكَزِ  
الدِّرَاسَاتِ الْعَرَبِيَّةِ وَالْإِفْرِيْقِيَّةِ  
فِي كُتَيْبَةِ اللُّغَاتِ  
بِجَامِعَةِ جَوَاهِرَلال نَهْرُو.

هَذِهِ الْجَامِعَةُ مَشْهُورَةٌ فِي كُلِّ  
الْعَالَمِ لِلْمُسْتَوَى الْعِلْمِيِّ الْعَالِيِّ.  
خِلَالَ غُطْلَةِ الشِّتَاءِ الْمَاضِيَةِ

ذَهَبْتُ إِلَى حَيْدَرَأَبَادَ  
فِي رَحْلَةٍ دِرَاسِيَّةٍ.

ذَهَبْتُ إِلَى الْجَامِعَةِ الْعُثْمَانِيَّةِ وَقَابَلْتُ  
الْمُدْرِسِينَ وَالْمُدْرِسَاتِ  
لِللُّغَةِ الْعَرَبِيَّةِ.

وَقَابَلْتُ أَيْضًا الدَّرِيسِينَ وَالدَّرِيسَاتِ.

كَانَ لِي الْعَمَلُ فِي مَكْتَبَةِ الْجَامِعَةِ.

لِذَا أَخَذْتُ مَكْتُوبًا مِنْ

رَئِيسِ الْقِسْمِ الْعَرَبِيِّ

إِلَى أَمِينِ الْمَكْتَبَةِ.

زُرْتُ \* الْمَكْتَبَةَ فِي نَفْسِ الْيَوْمِ

بَعْدَ الظُّهْرِ وَرَأَيْتُ بِالْمَكْتَبَةِ

For conjugation Pattern see Appendix

a large number of (men) workers

عَدَدًا كَثِيرًا مِنَ الْعَامِلِينَ وَالْعَامِلَاتِ.

and (lady) workers.

I went to the room of the Librarian.

دَفَعْتُ إِلَى غُرْفَةِ أَمِينِ الْمَكْتَبَةِ.

The Librarian sent me

بَعَثَنِي الْأَمِينُ

to his assistant.

إِلَى مُسَاعِدِهِ.

The assistant librarian helped me in my work and similarly other employees of the Library helped me.

سَاعَدَنِي الْأَمِينُ الْمُسَاعِدُ فِي عَمَلِي وَكَذَلِكَ سَاعَدَنِي الْمُسْتَعْدَمُونَ الْآخَرُونَ فِي الْمَكْتَبَةِ.

I spent two days in work

أَقْفْتُ يَوْمَيْنِ فِي الْعَمَلِ

in the Library and on the third day

بِالْمَكْتَبَةِ وَفِي الْيَوْمِ الثَّالِثِ

I went to the Central Institute

دَخَلْتُ إِلَى الْمَعْهَدِ الْمَرْكَزِيِّ

of English and Foreign Languages,

لِللُّغَةِ الْأَنْجَلِيزِيَّةِ وَاللُّغَاتِ الْأَخْنَبِيَّةِ

and I met all the (men) teachers and (lady) teachers

وَقَابَلْتُ جَمِيعَ الْمُدَرِّسِينَ

وَالْمُدَرِّسَاتِ

in the department of Arabic.

بِالْقِسْمِ الْعَرَبِيِّ.

A new teacher helped me

سَاعَدَنِي مُدَرِّسٌ جَدِيدٌ

a lot in my work.

فِي عَمَلِي كَثِيرًا.

This new teacher accompanied me

رَافَقَنِي هَذَا الْمُدَرِّسُ الْجَدِيدُ

to the historical places.

إِلَى الْأَمَاكِنِ التَّارِيخِيَّةِ.

I returned to Delhi on the fourth day.

عُدْتُ إِلَى دِلْهِ فِي الْيَوْمِ الرَّابِعِ.

### Grammar:

Verbal nouns or the active and the passive participles of the Arabic language are drawn from the verbs on certain set patterns as per details given below:

### i) Active Participle اسم الفاعل

Active participle is a noun (adjectival) which is formed on the pattern of فاعل from the triliteral verbs i.e. the original three-lettered verbs, like:

كَتَبَ ذَهَبَ

In this case we interfix one 'alif 'ا' after the first original letter and compulsorily give a *kasrah* to the second original letter of the concerned three-lettered verb.

#### Example:

Verb	(He wrote)	كَتَبَ : كَتَبَ
Active participle	(Writer)	كَاتِبٌ = كَ + ا + تَبْ = كَاتِبٌ
Verb	(He went)	ذَهَبَ : ذَهَبَ
Active participle	(Goer)	ذَاهِبٌ = ذَ + ا + هَبْ = ذَاهِبٌ

In the case of verbs which have more than three letters, we have to prefix to them one م with *dammah* (except where it is alif 'ا') and the penultimate letter is given *kasrah*.

#### Example:

Verb	(He travelled)	سَافَرَ : سَافَرَ
Active participle (Traveller)		مُ + سَافِرٌ = مُسَافِرٌ
Verb	(He begged)	تَسَوَّلَ : تَسَوَّلَ
Active participle (Begger)		مُ + تَسَوِّلٌ = مُتَسَوِّلٌ

And where the first letter happens to be 'alif 'ا' the alif 'ا' is dropped and the process explained above is applied.

#### Example:

Verb	(He used)	اِسْتَعْدَمَ : اِسْتَعْدَمَ
Active participle	(User)	مُ + مَدَّ + عَدِمَ = مُسْتَعْدِمٌ
Verb	(He gave to drink)	اَشْرَبَ : اَشْرَبَ
Active participle	(Giver to drink)	مُ + شَرِبَ = مُشْرِبٌ

## ii. Passive participle

Passive participle is also a noun (adjectival). It is formed from the three-lettered verbs by adding one *م* with *fathah* before the first original letter and by placing a 'waw *و*' after the second original letter. Additionally the first original letter will be given a Sokoon and the second letter a *dammah*.

### Example:

Verb	(He wrote)	كَتَبَ : ك ت ب
Passive participle	(Written)	مَكْتُوبٌ = م + كُتُبُ + وُتْ

In the case of verb having more than three letters, one *م* with *dammah* is placed before the verbs (except those which have alif *ا* as the first letter) and the penultimate letter is given a *fathah*.

### Example:

Verb	(He addressed)	خَاطَبَ : خ ا ط ب
Passive participle		مُخَاطَبٌ = م + خَاطَبُ + تْ
Addressee/ Addressed)		

And where the first letter is alif *ا*, the alif is dropped before adding the 'meem *م*'. The penultimate letter shall have *fathah*.

### Example:

Verb	(He employed/ He used)	اِسْتَعْدَمَ : ا س ت ع د م
Passive participle		مُسْتَعْدَمٌ = م + اِسْتَعْدَمُ + تْ
(Employee/ Used)		

It should be remembered that the passive participles can not be made from the verbs which have reflexive meanings.

### Example:

To be broken	اِنْكَسَرَ
To change (by itself)	تَغَيَّرَ



All the active and the passive participles i.e. اسماء الفاعل و المفعول made in the way and manner explained above are masculine in gender. They may be changed into feminine gender merely by suffixing the round 'Ta ة' to them.

### Example:

A man clerk	كَاتِبٌ
A woman clerk	كَاتِبَةٌ = كَاتِبٌ + ة
A man traveller	مُسَافِرٌ
A woman traveller	مُسَافِرَةٌ = مُسَافِرٌ + ة

It may also be remembered as a general rule that all the active and the passive participles have sound plurals as explained in lesson no. 18.

Beside what has been said about the active participle and its making from the triliteral verbs and the verbs having more than three letters, there is another form of the active participle with rather quite intensive meaning. The pattern of this intensive active participle is the فَعَّالٌ pattern. It is made only from the triliteral verbs by doubling the second original letter of the verb and placing one 'alif 'ا', after this redoubled letter. This elongative 'alif 'ا' is preceded by *fathah*.

### Example:

To cook	طَبَخَ / يَطْبُخُ / طَبَخَا
A cook	طَبَّاحٌ
To cultivate (land)	فَلَحَ / يَفْلَحُ / فَلَحَا
A cultivator (of land), A farmer	فَلَّاحٌ

It may be remembered here that this intensive active participle is mostly employed for the professionals.

Nouns of this pattern also decline like anyother active participle.

### Exercises:

1. Make active and passive participles from the following verbs and suitably use them in sentences of your own in all the three numbers and cases:

He drank	شَرِبَ	He killed	قَتَلَ
He heard	سَمِعَ	He beat	ضَرَبَ
He helped	سَاعَدَ	He sought help	اسْتَنْجَدَ
He offered	قَدَّمَ	He elected	اِتَّخَذَ
He helped	نَصَرَ	He overpowered	غَلَبَ
He accepted Islam	اَسْلَمَ	He sent	اَرْسَلَ

## 2. Translate into Arabic:

(A) In Delhi in the mornings and in the evenings you will find the buses very crowded. They are mostly crowded with the office goers and the school going children. And particularly in the morning when the timings of the office goers and the school going children coincide. Unfortunately the bus drivers in Delhi are very careless. It is therefore , you will always find the commuters complaining about the unco-operative behaviour of the drivers in general. I believe the commuters are in the right. The conductors are also unco-operative and often use harsh language. I hope the local authorities will take steps to improve the quality of service in the near future.

(B) We find that recently there is a lot of openness in the world societies. Now not only European societies but also the Asian and African societies have allowed a lot of freedom to ladies. As a result we find lady-workers working shoulder-to-shoulder with men-workers in all walks of life. They are teachers. They are telephone operators. They are ministers, engineers, journalists, computer engineers and scientists. It is impossible to see any work place without lady workers holding all kinds of positions.

## 3. Translate into English:

(A) أَوْدُ أَنْ اتَّحَدَّثَ إِلَيْكُمْ هُنَا عَنْ مَصْنَعِ رُجَاجٍ يَقَعُ قُرْبَ دِلْهِى. يَفْعَلُ فِي هَذَا الْمَصْنَعِ عِدَّةَ كَثِيرٍ مِنَ الْعَامِلِينَ وَالْعَامِلَاتِ. مِنْهُمْ الْمُهَنْدِسُونَ وَالْمُهَنْدِسَاتُ وَالْكَاتِبُونَ وَالْكَاتِبَاتُ وَالْقَرَّاشُونَ وَالْقَرَّاشَاتُ. هَؤُلَاءِ كُلُّهُمْ مُسْتَعْدَمُونَ مِنْ صَاحِبِ الْمَصْنَعِ لِلْعَمَلِ فِي مَصْنَعِهِ. هَؤُلَاءِ الْمُوظَّفُونَ وَالْمُوظَّفَاتُ يَفْعَلُونَ سَوِيًّا لِصَالِحِ الْمَصْنَعِ وَصَاحِبِ الْمَصْنَعِ. هَذَا الْمَصْنَعُ يَشْتَعِلُ لَيْلَ نَهَارٍ وَالْمُسْتَعْدَمُونَ يَفْعَلُونَ فِيهِ فِي نَوَابِتِ نَهَارِيَّةٍ وَلَيْلِيَّةٍ. كُلُّهُمْ رَاضُونَ بَعْضُهُمْ عَنْ بَعْضٍ.

(B) تَجِدُ فِي دِلْهِى كَثِيرًا مِنَ الْآثَارِ التَّارِيخِيَّةِ. مِنْهَا (مَنَارَةُ قُطْب) وَالْقَلْعَةُ الْحَمْرَاءُ وَالْقَلْعَةُ الْقَدِيمَةُ وَالْمَسْجِدُ الْجَامِعُ وَمَقْبَرَةُ صَفْدَرِ جَنْك. هَذِهِ الْآثَارُ الْقَدِيمَةُ مَشْهُورَةٌ جِدًّا فِي كُلِّ الْعَالَمِ. يَقْدَمُ السَّائِحُونَ وَالسَّائِحَاتُ مِنْ كُلِّ أَنْحَاءِ الْعَالَمِ لِرُؤْيَا هَذِهِ الْآثَارِ التَّارِيخِيَّةِ الْقَدِيمَةِ لَقَدْ فَتَحَتْ حُكُومَةُ الْهِنْدِ الْمَرْكَزِيَّةُ مَكَاتِبَ السِّيَاحَةِ فِي الْهِنْدِ وَخَارِجَهَا لِتَطْوِيرِ السِّيَاحَةِ. يَفْعَلُ بِهِذِهِ الْمَكَاتِبِ عِدَّةَ كَثِيرٍ مِنَ الْمُسْتَعْدَمِينَ وَالْمُسْتَعْدَمَاتِ. بِجَانِبِ هَذِهِ الْآثَارِ يُوجَدُ هُنَاكَ أَمَاكِنُ الْإِهْتِمَامِ الْآخَرَى مِنْ أَمْثَالِ الْمُتَحَفِ الْقَوْمِيِّ وَمَكْتَبِ الْأَرَاشِيفِ الْقَوْمِيِّ وَمَرَكَزِ الثَّقَافَةِ وَالْبَحْثِ الْعِلْمِيِّ. دِلْهِى مَدِينَةٌ كَبِيرَةٌ وَمَعْرُوفَةٌ فِي كُلِّ الْعَالَمِ.

4 Separate all the active and passive participles from the foregoing passages and use them in sentences of your own.

## Glossary:

## الكلمات العسيرة

Morning

صُبْحَ (SM) أَصْبَحَ (P)

And

وَ (Conjunctive)

Evening

مَسَاءَ (MS) أَمْسِيَا (P)

To find

وَجَدَ/يَجِدُ/وُجِدَ

Bus

أُوتُوْبِيسَ (SM) أُوتُوْبِيسَاتُ (P)

Crowded

مُزْدَحِمَ (AP/SM)

Mostly	(Adv. of manner) فِي أَكْثَرِ الْأَخْيَانِ / كَثِيرًا مَا
Goer	ذَاهِبٌ (AP/SM)
Office goer/going to office	ذَاهِبٌ إِلَى الْمَكْتَبِ
Particularly	خَاصَّةً (Adv. of manner)
To coincide	تَوَافَقَ / يَتَوَافَقُ / تَوَافَقَا
Timing	مَوْعِدٌ (SM) مَوَاعِدُ (P)
Unfortunately	لِسُوءِ الْحِظِّ
Careless	مُهْمِلٌ (AP/SM)
Always	دَائِمًا (Adv. of time)
Commuter, passenger	رَاكِبٌ (AP/SM) رُكَّابٌ (P)
To complain (About)	شَكَاهُ / يَشْكُو / شِكَايَةٌ (عَنْ)
Behaviour	سُلُوكٌ (SM)
In general, generally	بِشَكْلِ عَامٍ
To believe	إِغْتَقَدَ / يَغْتَقِدُ / إِعْتِقَادًا
Correct, right, in the right	مُصِيبٌ (AP/SM) مُصِيبُونَ (P)
Uncooperative	غَيْرُ مُتَعَاوِنٍ
Conductor	مُحْصِلٌ (AP/SM)
Hard words/harsh language	كَلِمَاتٌ خَشِينَةٌ
To hope	أَمَلَ / يَأْمُلُ / أَمَلًا
Local	مَحَلِّيٌّ (Adj. SM)
Authorities	سُلْطَةٌ (SF) سُلْطَاتٌ (P)
To take (A measure, step)	إِتَّخَذَ / يَتَّخِذُ / إِتِّخَاذًا (إِجْرَاءً)
Measure/ step	إِجْرَاءٌ (SM) إِجْرَاءَاتٌ (P)
To improve	حَسَّنَ / يُحَسِّنُ / تَحْسِينًا
Quality; type	نَوْعِيَّةٌ (SF)
Quality of service; type of service	نَوْعِيَّةُ الْخِدْمَةِ

In the near future	فِي الْقَرِيبِ الْعَاجِلِ
Recently	أَخِيرًا (Adv. of time)
Openness	إِنْفِتَاحَ (SM)
Society	مُجْتَمَعٌ (SM) مُجْتَمَعَاتُ (P)
Europe	أُورُوبَا
European	أُورُوبِيّ
Asia	آسِيَا
Asian	آسِيَوِيّ
Africa	إِفْرِيْقِيَا
African	إِفْرِيْقِيّ
To allow	سَمَحَ / يَسْمَحُ / سَمَّاحًا
Freedom	حُرِّيَّةٌ (SF)
Woman	إِمْرَأَةٌ (SF) نِسَاءٌ (Pl.-irregular)
Shoulder- to-shoulder	جَنْبًا لِّجَنْبٍ
Field/ scope	مَجَالٌ (SM) مَجَالَاتُ (P)
Telephone operator	عَامِلُ التَّلْفُونِ
Minister	وَزِيرٌ (SM) وَزَرَاءُ (P)
Engineer	مُهَنْدِسٌ (SM) مُهَنْدِسُونَ (P)
Scientist	عَالِمٌ (SM) عُلَمَاءُ (P)
Computer	كُومْبِيُوتَرٌ (SM) كُومْبِيُوتَرَاتُ (P)
Holding, holder	مَاسِكٌ (AP/SM) مَاسِكُونَ (P)
To wish, desire, want	وَدَّ / يَوَدُّ / وَدَادًا
To talk	تَحَدَّثَ / يَتَحَدَّثُ / تَحَدُّثًا
Plant, industrial unit, factory	مَصْنَعٌ (SM) مَصَانِعُ (P)
Glass	زُجَاجٌ (SM)
To be situated	وَقَعَ / يَقَعُ / وَفُوعًا

Near, close	قُرْب (Adv. of place)
In the interest of the factory	فِي مَصَالِحِ الْمَصْنَعِ
To work	إِسْتَعْمَلَ / يَسْتَعْمِلُ / إِسْتِعْمَالًا
Day in & day out	لَيْلَ نَهَارَ
Shift	نَوْبَةٌ (SF) نَوْبَاتُ (P)
Day time	نَهَارٌ (SM) أَنْهَرُ (P)
Night	لَيْلٌ (SM) لَيْالِي
Day	نَهَارِيٌّ (Adj. SM)
Night, nocturnal	لَيْلِيٌّ (Adj. SM)
Pleased, happy	رَاضِي (SM) رَاضُونَ (P)
Relic, monument	أَثَرٌ (SM) آثَارُ (P)
Historical	تَارِيخِيٌّ (SM)
Qutb Minar	مَنَارَةُ قُطْبٍ
Red fort	الْقَلْعَةُ الْحُمْرَاءُ
Old fort	الْقَلْعَةُ الْقَدِيمَةُ
Tomb, mausoleum	مَقْبَرَةٌ (SF) مَقَابِرُ (P)
To come	قَدِمَ / يَقْدُمُ / قُدُومًا
Tourist	سَائِحٌ (SM) سَائِحُونَ (P)
Corner	نَحْوٌ (SM) أَنْحَاءُ (P)
Centre	مَرْكَزٌ (SM) مَرَاكِزُ (P)
Central	مَرْكَزِيٌّ (SM)
Government	حُكُومَةٌ (SF) حُكُومَاتُ (P)
Outside/ out	خَارِجَ (Adv. of place)
To develop	طَوَّرَ / يُطَوِّرُ / تَطْوِيرًا
In addition to, beside	بِجَانِبِ
Place	مَكَانٌ (SM) أَمَاكِنُ (P)

Places of interest	أَمَاكِنُ الْإِفْتِمَامِ
Like	مِثْلُ (SM) أَمْثَالُ
Museum	مَتْحَفُ (SM) مَتَاحِفُ (P)
National	قَوْمِيُّ (SM) (Adj.)
Archives	مَكْتَبُ الْأَرَاشِفِ
Cultural centres	مَرَاكِزُ الثَّقَافَةِ
Research	بَحْثُ (SM) بُحُوثُ (P)
Scientific research	الْبَحْثُ الْعِلْمِيُّ
Known, famous	مَعْرُوفُ (SM) (Adj.)

## LESSON — 20

## الدرس — ٢٠

### Dual Of The Verbs And Pronouns

### المثنى للفعل و الضمائر

I was sitting in my room  
in the University preparing lessons  
for the next day. Suddenly  
Mohammed and Ram came to me  
and (they both) said to me:  
Sir, we need your help.  
We two and Asha and Kiran  
would like to go to attend  
the marriage of our friend Ahmad.  
We request your permission.  
I said: O. K., but you (both) should write  
a leave application mentioning  
the days of absence.  
As regards Asha and kiran, they should  
come to me to give  
the leave application.  
Ram and Mohammed felt happy  
and left my room.  
After some time Asha and Kiran came  
and (they both) submitted  
the leave application.  
I asked them (both):

كُنْتُ جَالِسًا فِي غُرْفَتِي  
بِالْجَامِعَةِ أُعِدُّ دُرُوسًا  
لِلْيَوْمِ التَّالِي. إِذْ  
جَاءَنِي مُحَمَّدٌ وَرَامٌ  
وَقَالَا لِي:  
سَيِّدِي، نَحْنُ مُخْتَاجَانِ مُسَاعَدَتَكَ  
نَحْنُ الْإِثْنَيْنِ وَآشَا وَكِيرَانُ  
بِوَدِّ الدَّهَابِ لِحُضُورِ  
زَوَاجِ صَدِيقِنَا أَحْمَدَ.  
نَرْجُو أَذْنَ سَيَادَتِكَ.  
قُلْتُ: طَيِّبٌ، وَلَكِنْ يَجِبُ  
أَنْ تَكْتُبَا طَلَبَ إِجَازَةٍ مَعَ ذِكْرِ  
أَيَّامِ الْغِيَابِ.  
أَمَّا آشَا وَكِيرَانُ فَيَلْزِمُ  
أَنْ تَأْتِيَانِي حَتَّى تُقَدِّمَا  
طَلَبَ الْإِجَازَةِ.  
لَرَضِيَ مُحَمَّدٌ وَرَامٌ  
وَخَرَجَا مِنْ غُرْفَتِي.  
بَعْدَ قَلِيلٍ قَدِمَتَا آشَا وَكِيرَانُ  
وَقَدَّمَتَا  
طَلَبَ الْإِجَازَةِ.  
لَسَأَلْتُهُمَا:



When will you (both) return

from the marriage.

They (both) said: after two days,

God willing.

I said: please convey my congratulations

to Ahmad & his bride.

They (both) said: sure sir.

Kiran said: Ahmad & his wife

have sent their greetings for you.

They are (two) good people.

I said: O.K., God willing, we will meet

after two days.

مَتَى سَتَعُودَانِ

مِنَ الزَّوْاجِ.

فَقَالَتَا: بَعْدَ يَوْمَيْنِ

إِنْ شَاءَ اللَّهُ.

فَقُلْتُ: أَرْجُوا أَنْ تُبَلِّغَا تَهْنِئَتِي

لِأَحْمَدَ وَ عَرُوسَتِهِ.

فَقَالَتَا: وَهُوَ كَذَلِكَ يَا سَيِّدِي.

قَالَتْ كِيرَانُ: أَحْمَدُ وَ عَرُوسَتُهُ

بَلَّغَا سَلَامَهُمَا لِسَيَادَتِكَ.

هُمَا إِنْسَانَانِ طَيِّبَانِ.

فَقُلْتُ: طَيِّبٌ إِنْ شَاءَ اللَّهُ نَلْتَقِي

بَعْدَ يَوْمَيْنِ.

## Grammar:

### (a) Dual of the verbs:

It has been explained in lessons nos. 13 & 14 that the verb in Arabic has to agree with its subject in gender when it precedes it. It has to agree with the subject in number also when it occurs after the subject.

- i) To obtain the dual form of the past third person masculine verb one 'alif' has to be suffixed to the past third person masculine verb of singular number. For example:

1. He went

۱. ذَهَبَ

They (MD) went

ذَهَبَ + ا = ذَهَبَا

2. He wrote

۲. كَتَبَ

They (MD) wrote

كَتَبَ + ا = كَتَبَا

- ii) In the third person feminine also one 'alif' has to be suffixed to the singular form of the feminine verb. In this case the silent Taa ت will be given a *fathah*.

**Example:**

1. She went

١. ذَهَبَتْ

They (FD) went

ذَهَبَتْ + ا = ذَهَبْنَا

2. She wrote

٢. كَتَبَتْ

They (FD) Wrote

كَتَبَتْ + ا = كَتَبْنَا

iii) In the case of second person of both the genders 'ما' has to be suffixed to the respective verb of singular number and the 'Taa ت' in both these cases is given a *dammah*. Examples:

1. You (SM)went

ذَهَبْتَ

You (MD) went

ذَهَبْتُ + مَا = ذَهَبْتُمَا

2. You (SF) went

ذَهَبْتِ

You (FD) went

ذَهَبْتِ + مَا = ذَهَبْتُمَا

iv) In the case of the present tense verb ان is suffixed to the singular verbs of both the genders except the feminine singular verb of the second person where the نِ is first elided and then the ان is added. However, in all these cases the letter preceding 'alif' is given *fathah* and the 'noon ن' carries *Kasrah*.

**Example:**

He goes

يَذْهَبُ

They (MD) go

يَذْهَبُ + اَنْ = يَذْهَبَانِ

She goes

تَذْهَبُ

They (FD) go

تَذْهَبُ + اَنْ = تَذْهَبَانِ

You (SM) go

تَذْهَبُ

You (MD) go

تَذْهَبُ + اَنْ = تَذْهَبَانِ

You (SF) go

تَذْهَبِينَ

You (FD) go

تَذْهَبُ + اَنْ = تَذْهَبَانِ

**b) Of the nouns**

(ب) لِلْأَسْمَاءِ

Dual of the noun and its cases have been explained in full details in lesson no. 18.

**c) Of the personal (pro) nouns.**

(ج) لِلضَّمَاثِرِ

Details regarding personal (pro) nouns have been given in lesson no. 9 and 10. In case of their dual forms they happen to be fixed words. They are:

They two girls or boys

هُمَا

You two girls or boys

أَنْتُمَا

In case of the possessive pronouns also the forms are fixed as given below:

Their (MFD)

هُمَا

Your (MFD)

كُما

These two pronouns of the dual number are used in both the accusative and the genitive cases.

**d) Of the demonstrative pronouns**

(د) أَسْمَاءُ الْأَشَارَةِ

The following words are used to indicate the dual of the demonstrative pronouns:

These (MD)

هَٰذَا

These (FD)

هَٰتَانِ

Those (MD)

ذَٰلِكَ

Those (FD)

تَٰلِكَ

The demonstrative pronouns are indeclinable except their dual forms. The forms mentioned above are said to be in the nominative case. In the accusative and the genitive cases the following forms are used:

These (MD)

هَٰذَيْنِ

These (FD)

هَٰتَيْنِ

Those (MD)

ذَٰئِكَ

Those (FD)

تَٰئِكَ

### Exercises:

1. Conjugate the following verbs in the past and the present tenses and then use them in sentences of your own:

To sit	جَلَسَ / يَجْلِسُ / جُلُوسًا
To stand	وَقَفَ / يَقِفُ / وَقُوفًا
To ride	رَكَبَ / يَرْكَبُ / رُكُوبًا
To alight; to get down	نَزَلَ / يَنْزِلُ / نِزُولًا
To enter	دَخَلَ / يَدْخُلُ / دُخُولًا

2. Rewrite complete tables of personal , possessive and demonstrative (pro) nouns and use them in sentences of your own keeping in mind the three cases.

### 3. Translate into Arabic:

Ramu is a young boy . My son Abid is also about the same age. They are friends. They study in the same school. They go to school every morning together. They play together and do their homework together. They are always together. One day the teacher asked them: why do you sit so close and behave so alike? Are you twins? Another boy got up and said: No sir, they are not twins. They are two good friends. And these two are their favourite seats. They like to sit on these seats.

### 4. Translate into English:

كَانَ الْوَقْتُ صَبَاحًا مُبَكَّرًا. خَرَجْتُ لِلتَّنَزُّهِ وَفَقًّا لِعَادَتِي بَنَيْتُهَا غَيْرَ سَنَوَاتٍ مُتَتَالِيَةٍ. وَلَدُنِي وَصُولِي مُنْعَطَفِ الطَّرِيقِ وَجَدْتُ مُوَهَّانَ وَجَمِيلَ فِي أَنْتِظَارِي. هَذَانِ الرَّجُلَانِ مِنْ أَصْدِقَائِي أَخَذَهُمَا مَعِيَ مِنْ هَذَا الْمُنْعَطَفِ. هُمَا يَفْعَلَانِ أَيْضًا مَعِيَ فِي مَكْتَبِي. فَمَشَيْنَا نَحْوَ الْحَدِيقَةِ. وَلَدُنِي دُخُولًا بَابَ الْحَدِيقَةِ رَأَيْنَا بِنْتَيْنِ تَمْشِيَانِ عَلَى الْعُشْبِ الْأَخْضَرِ النَّاعِمِ. مَا كُنْتُ رَأَيْتُ هَاتَيْنِ الْبَنَتَيْنِ قَبْلَ الْيَوْمِ. فَسَأَلْتُ مُوَهَّانَ وَجَمِيلَ: هَلْ رَأَيْتُمَا هَاتَيْنِ الْبَنَتَيْنِ قَبْلَ الْيَوْمِ. فَقَالَا: لَا، مَا رَأَيْنَاهُمَا قَبْلَ الْيَوْمِ. فَذَهَبْتُ إِلَيْهِمَا وَسَأَلْتُ: مَنْ أَنْتُمَا؟ فَقَالَا: نَحْنُ مِنَ الْحَيِّ الْمُجَاوِرِ لَكَ يَا عَمُّ. فَسَأَلْتُهُمَا: هَلْ أَنْتُمَا تَأْتِيَانِ إِلَى هَذِهِ الْحَدِيقَةِ كُلِّ صَبَاحٍ. فَقَالَا: لَا.

**Glossary:****الكلمات العسيرة**

Young; small

(P) صَغِيرٌ (Adj SM) صِغَارٌ

Son, boy

(P) ابْنٌ (SM) أَبْنَاءُ

About

(Preposition) عَنْ

Same/ the same

نَفْسٌ

School

(P) مَدْرَسَةٌ (SF) مَدَارِسُ

Together

مَعًا

To do

قَامَ / يَقُومُ / قِيَامًا \*

Home work

الْوَجِبُ الْمَدْرَسِي

Always

دَائِمًا

One day/ on one day

ذَاتَ يَوْمٍ / فِي يَوْمٍ

To ask

سَأَلَ / يَسْأَلُ / سُؤَالًا

Why

لِمَاذَا

Close/ close by

عَلَى مَقْرُبَةٍ مِّنْ

So/ so much; to this extent

إِلَى هَذَا الْحَدِّ

To behave

تَصَرَّفَ / يَتَصَرَّفُ / تَصَرُّفًا

Alike; similar

بِصُورَةٍ مُتَشَابِهَةٍ

Twin

(P) تَوَامٌ (SM) تَوَانِمُ

Another

آخَرُ

To get up

نَهَضَ / يَنْهَضُ / نُهُوضًا

Good

(P) طَيِّبٌ (Adj SM) طَيِّبُونَ

Favourite

(Adj SM) مُفَضَّلٌ

Seat

(P) مَقْعَدٌ (SM) مَقَاعِدُ

To love

أَحَبَّ / يُحِبُّ / مَحَبَّةً

\* For conjugation pattern, please see appendix.

No, not	لَيْسَ *
To walk	تَنَزَّهَ / يَتَنَزَّهُ / تَنَزَّهَها
According to	وَفَقَا لـ
Habit	عَادَةً (SF) عَادَاتُ (P)
To Build up	بَنَى / يَبْنِي / بِنَاءً **
Accross	عَبَّرَ
Year	سَنَةً (SF) سَنَوَاتُ / سِنِينَ (P)
Continuous	مُتَّالِيَةً
On; at the time of	لَدَى
To reach	وَصَلَ / يَصِلُ / وُضُوعًا **
Turn (Of the road)	مُنْعَطَفَاتُ (SM) مُنْعَطَفَاتُ (P)
Road	طَرِيقُ (SMF) طُرُقُ (P)
To find	وَجَدَ / يَجِدُ / وَجُودًا **
To wait	إِنْتَظَرَ / يَنْتَظِرُ / إِنْتِظَارًا
Waiting for me	فِي إِنْتِظَارِي
To walk; to go	مَشَى / يَمْشِي / مَشْيًا **
Towards, to	نَحْوَ
To enter	دَخَلَ / يَدْخُلُ / دُخُولًا

- \* This verb does not have the present indefinite form. It gives the intensified meaning of 'لَا'. It functions like 'Kaana كَانَ' to govern the subject i.e. مُبْتَدَأ and خَبَر the predicate i.e. it gives dammah to the subject and causes *fathah* to the predicate. The conjugation of لَيْسَ is given hereunder for ready reference & future use:

لَيْسَ	لَيْسَا	لَيْسُوا	لَيْسَتْ	لَيْسَتَا	لَيْسَتُنَّ
لَسْتُ	لَسْتُمَا	لَسْتُمْ	لَسْتُ	لَسْتُمَا	لَسْتُنَّ
			لَسْتُ	لَسْتُمَا	لَسْتُنَّ

- \*\* For conjugation pattern, please see appendix

to see	رَأَى / يَرَى / رُؤْيَةٌ **
Grass	عُشْبٌ (SM) أَغْشَابٌ (P)
Soft	نَاعِمٌ (Adj. SM)
Before	قَبْلُ (used as preposition)
Area; colony	حَيٌّ (SM) أُحْيَاءٌ (P)
Neighbouring	مُجَاوِرٌ (VNSM)
To come	أَتَى / يَأْتِي / إِتْيَانًا **

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\*\* For conjugation pattern see appendix.

## LESSON — 21

## الدرس — ٢١

### Possessed & Possessor Or The Construct Phrase

### الملكية والمالك او المركب الاضافي

This is a boy.

هَذَا وَلَدٌ.

He is a teacher's son.

هُوَ ابْنُ مُدْرَسٍ.

The teacher's son is a disciplined boy.

ابْنُ الْمُدْرَسِ وَلَدٌ مُؤَدَّبٌ.

This is his school.

هَذِهِ مَدْرَسَتُهُ.

His school is quite far from his house.

مَدْرَسَتُهُ بَعِيدَةٌ جَدًّا مِنْ بَيْتِهِ.

He rides his bi-cycle

هُوَ يَرْكَبُ دَرَّاجَتَهُ

from his house to his school.

مِنْ بَيْتِهِ إِلَى مَدْرَسَتِهِ.

These are his friends.

هَؤُلَاءِ أَصْدِقَاءُهُ.

His friends like him.

أَصْدِقَاءُهُ يُحِبُّونَهُ.

And he likes his friends.

وَهُوَ يُحِبُّ أَصْدِقَاءَهُ.

This is their class.

هَذَا فِصْلُهُمْ.

And this is their teacher.

وَهَذَا مُدْرِسُهُمْ.

The students are sitting.

الطُّلَابُ جَالِسُونَ.

And their teacher is standing

وَأُسْتَاذُهُمْ وَاقِفٌ

infront of the blackboard.

أَمَامَ السَّبُورَةِ.

He is writing difficult words

هُوَ يَكْتُبُ الْكَلِمَاتِ الصَّغْبَةَ

on the blackboard.

عَلَى السَّبُورَةِ.

His students are writing

طُلَابُهُ يَكْتُبُونَ

these words in their copybooks

هَذِهِ الْكَلِمَاتِ فِي كُتُبِ اسْمَائِهِمْ

with their meanings.

مَعَ مَعَانِيهَا.



**Grammar:**

The genitive case of the Arabic language is popularly known as possessed & possessor. It is called **الإضافة** in Arabic.

This kind of phrase indicates that some thing or some quality belongs to some one or some thing. This very relation of belonging is expressed by placing any two (nouns) in construct position or by using in English 'of' or the apostrophe 's'. However, in Arabic there does not exist any such word. This meaning is obtained by the placement of nouns in certain order with the adjustment of the vowel points. This is known as construct phrase or **المركب الإضافي**. As has been explained in the foregoing the relation of belonging between two objects in Arabic is created by placing two or more nouns in certain order. This kind of placement of nouns causes *kasrah* to the terminal letter of the possessor which noun precisely is known to be in the genitive case. \*

The following things are to be borne in mind while making these kinds of construct phrases or sentences:

- i) The object possessed is placed before the possessor.
- ii) The possessor is placed immediately after the possessed.
- iii) The object possessed does not admit nunnation i.e. the double vowel points.
- iv) The possessed object in such possessive phrases and sentences does not take the definite article.

**Example:**

A teacher's son came.

I saw a teacher's son.

I went with a teacher's son.

قَدِمَ ابْنُ مُدَرِّسٍ .  
رَأَيْتُ ابْنَ مُدَرِّسٍ .  
ذَهَبْتُ مَعَ ابْنِ مُدَرِّسٍ .

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\* Nouns carrying *kasrah* for whatever grammatical reasons are known or categorised to be in the genitive case.

In the three sentences above the possessed object is **ابن** . It is therefore placed before **مُدْرَسٌ** which is the possessor here. Now it would be seen that **ابن** has only one *ḍammah* in sentence no. 1, where it serves as subject of the verb **قَدِمَ**. In sentence no. 2: **ابن** has *fathah*. Here it is serving as object of the verb **رَأَيْتُ**. In sentence no. 3: **ابن** has *kasrah* because it is preceded by a preposition. Hence we find that the possessed objects carry vowelpoints according to their placement after the verb and the preposition. However, **مُدْرَسٌ** the possessor invariably has *kasrah*. It has double *kasrah* because it is not defined with the definite article **الـ**. When the possessor is defined it admits only one *kasrah*. For example:

The teacher's son came	قَدِمَ <b>ابْنُ</b> <b>الْمُدْرَسِ</b> .
I saw the teacher's son.	رَأَيْتُ <b>ابْنَ</b> <b>الْمُدْرَسِ</b> .
I went with the teacher's son.	ذَهَبْتُ <b>مَعَ</b> <b>ابْنِ</b> <b>الْمُدْرَسِ</b> .

In case of the dual and the sound plural masculine the 'noon' **ن** drops out when it is placed in construct position with another noun. For example **ابْنَانِ** is a dual noun meaning two sons. It will be put in construct position with the noun **مُدْرَسٌ** in the following manner:

The two sons of the teacher came.	قَدِمَ <b>ابْنَا</b> <b>الْمُدْرَسِ</b> .
I saw the two sons of the teacher.	رَأَيْتُ <b>ابْنَيْ</b> <b>الْمُدْرَسِ</b> .
I went with the two sons of the teacher.	ذَهَبْتُ <b>مَعَ</b> <b>ابْنَيْ</b> <b>الْمُدْرَسِ</b> .

**مُدْرَسُونَ** is a sound plural of the singular **مُدْرَسٌ**. When this **مُدْرَسُونَ** is placed in construct position with another noun **كُلِّيَّةٌ** it will decline in the following manner:

The teachers of the college came.	قَدِمَ <b>مُدْرَسُو</b> <b>الْكُلِّيَّةِ</b> .
I saw the teachers of the college .	رَأَيْتُ <b>مُدْرَسِي</b> <b>الْكُلِّيَّةِ</b> .
I went with the teachers of the college.	ذَهَبْتُ <b>مَعَ</b> <b>مُدْرَسِي</b> <b>الْكُلِّيَّةِ</b> .

This kind of placement of two nouns beside causing the meaning of belonging can also show that something is part of something . For example:

A cup of water/ a water cup	كُؤْبُ <b>مَاءٍ</b>
A window of glass/ a glass window	شَبَّاكُ <b>زُجَاجٍ</b>

**Exercises:**

1. Put the following pairs of nouns in construct position to show belonging and use them in sentences of your own:

مَكْتَبَةٌ: جَامِعَةٌ / بَابٌ: بَيْتٌ / عَمِيْدٌ: كَلِيَّةٌ / كُرَّاسَةٌ: بِنْتُ / عَرُوسَةٌ: طِفْلٌ  
طَالِبٌ: مَدْرَسَةٌ / قَلَمٌ: مَدْرَسٌ / سَيَّارَةٌ: سَفِيْرٌ / مَائِدَةٌ: طَعَامٌ

2. Repeat exercise no: 1. with the duals & the plurals of the nouns.

3. Translate into Arabic:

This is my friend Hamid. He works in an office in Delhi. Hamid's office is in Krishi Bhavan. He goes to the office in the morning and comes back in the evening. Hamid likes to work hard. Hamid also likes to spend time with his office colleagues. He sits with the office colleagues in the lunch break. On sundays and holidays he likes to visit office colleagues and friends. This is Hamid's house. It has two rooms only. Hamid's wife keeps the two rooms of the house very clean. They are a small family of four including their two sons who are big enough.

4. Translate into English:

أَدْرُسُ فِي جَامِعَةِ جَوَاهِرَ لَالِ نَهْرُو. أَدْرُسُ فِي كَلِيَّةِ اللُّغَاتِ. أَنَا أَدْرُسُ اللُّغَةَ الْعَرَبِيَّةَ. كَلِيَّةُ اللُّغَاتِ وَاحِدَةٌ مِنْ كَلِيَّاتٍ عَدِيدَةٍ فِي جَامِعَةِ نَهْرُو. وَفِي كُلِّ كَلِيَّةٍ مَرَاكِزُ مُخْتَلِفَةٌ. إِسْمُ مَرْكَزِي هُوَ مَرْكَزُ الدِّرَاسَاتِ الْعَرَبِيَّةِ وَالْأَفْرِيْقِيَّةِ. هَذَا مَكْتَبُ الْجَامِعَةِ. مُوظَّفُو مَكْتَبِ الْجَامِعَةِ أَنَاسٌ طَيِّبُونَ. أَنَا بِصِفَتِي دَارِسًا أَقَابِلُ مُوظَّفِي الْجَامِعَةِ مِنْ وَقْتٍ إِلَى وَقْتٍ طَوَالَ السَّنَةِ. وَكَذَلِكَ هُنَاكَ مُنَاسَبَاتٌ أَجْتَمِعُ فِيهَا مَعَ مُوظَّفِي الْجَامِعَةِ. هَذِهِ مَكْتَبَتُنَا. مَكْتَبَةُ جَامِعَةِ نَهْرُو غَنِيَّةٌ جَدًّا مِنْ حَيْثُ الْكُتُبُ فِي الْعُلُومِ وَالْآدَابِ وَاللُّغَاتِ وَكُلِّ فُرُوعِ الْمَعْرِفَةِ. جَامِعَةُ جَوَاهِرَ لَالِ نَهْرُو جَامِعَةٌ دَاخِلِيَّةٌ. لَهَا مَدِينَةٌ سَكْنِيَّةٌ كَبِيرَةٌ. لِهَذِهِ الْمَدِينَةِ السَّكْنِيَّةِ بَابَانِ رَيْنَسَانِ. تَرَى بَابِي الْجَامِعَةِ مَفْتُوحِينَ لَيْلًا وَنَهَارًا. يَجْلِسُ عَلَى بَابِي الْجَامِعَةِ رِجَالُ الْأَمْنِ بِالتَّأَوُّبِ.

**Glossary:****الكلمات العسيرة**

Some; a few	عَدِيدَةٌ (Adj. SF)
Centre	مَرَكَزٌ (SM) مَرَاكِزُ (P)
Different; various	مُخْتَلِفٌ (Adj. SM)
Humanbeing, man	إِنْسَانٌ (SM) أَنْاسٌ (P)
Good	طَيِّبٌ (Adj. SM) طَيِّبُونَ (P)
Capacity	صِفَةٌ (SF)
In my capacity as a student	بِصِفَتِي دَارِسًا
Student	دَارِسٌ (SM) دَارِسُونَ (P)
To meet	قَابَلَ / يُقَابِلُ / مُقَابَلَةٌ
Whole, all...long	طَوَالَ
All the year round	طَوَالَ السَّنَةِ
Dean	عَمِيْدٌ (SM) عُمَدَاءُ (P)
Doll	عُرُوسَةٌ (SF) عَرَائِسُ (P)
Ambassador	سَفِيرٌ (SM) سَفَرَاءُ (P)
Table (dining)	مَائِدَةٌ (SF) مَوَائِدُ / مَائِدَاتُ (P)
Food	طَعَامٌ (SM) أَطْعَمَةٌ (P)
To work	عَمِلَ / يَغْمَلُ / عَمَلًا
To like: to love	أَحَبَّ / يُحِبُّ / مَحَبَّةً
To work hard	اجْتَهَدَ / يَجْتَهِدُ / اجْتِهَادًا
To spend	أَنْفَقَ / يُنْفِقُ / انْفَاقًا
Colleague	زَمِيلٌ (SM) زُمَلَاءُ (P)
Lunch	غَدَاءٌ (SM)
Break, interval, period	فَقْرَةٌ (SF) فَقَرَاتُ (P)
Holiday	عُطْلَةٌ (SF) عُطْلَاتُ (P)
To visit	زَارَ / يَزُورُ / زِيَارَةً

To keep	أَبْقَى / يُبْقِي / إِبْقَاءٌ
Family	أُسْرَةٌ (SF) أُسْرَاتُ (P)
Small	صَغِيرٌ (Adj. SM) صِغَارٌ (P)
Of four	مِنْ أَرْبَعَةٍ
Including	بِإِنْضِمَامٍ
Big	كَبِيرٌ (Adj. SM) كِبَارٌ (P)
Enough, adequate	بِشَكْلِ كَافٍ

## LESSON — 22

## الدرس — ٢٢

### Adjective & the Noun Qualified

### الصفة والموصوف

In fact I am a teacher.

I work in a secondary school.

The covered area of this school  
is very big.

Besides, it has a big playground.

We have combined education  
in this school.

There are about two thousand boys  
and girls in this school.

We have small girls and small boys  
in our school.

We also have big girls and big boys in  
this school.

We have two hundred teachers.

I have a big class.

Other teachers also have  
big classes.

We have only two small classes.

Our principal has recently bought  
a new car.

Other teachers also have cars.

Those are old cars.

في الواقع أَنَا مُدَرِّس .

أَعْمَلُ فِي مَدْرَسَةٍ ثَانَوِيَّةٍ .

الْمَسَاحَةُ الْمُغَطَّةُ لِهَذِهِ الْمَدْرَسَةِ  
كَبِيرَةٌ جَدًّا .

عِلَاوَةً عَلَى ذَلِكَ لَهَا مَيْدَانٌ كَبِيرٌ .

لَنَا التَّعْلِيمُ الْمُخْتَلِطُ

فِي هَذِهِ الْمَدْرَسَةِ .

هُنَاكَ حَوَالِي أَلْفَي وَلَدٍ

وَبَنَاتٍ فِي هَذِهِ الْمَدْرَسَةِ .

لَنَا بَنَاتٌ صَغِيرَاتٌ وَ أَوْلَادٌ صِغَارٌ

فِي مَدْرَسَتِنَا .

لَنَا أَيْضًا بَنَاتٌ كَبِيرَاتٌ وَ أَوْلَادٌ كِبَارٌ فِي

هَذِهِ الْمَدْرَسَةِ .

لَنَا مِائَتَا مُدَرِّسٍ .

لِي فَضْلٌ كَبِيرٌ .

لِلْمُدَرِّسِينَ الْآخَرِينَ أَيْضًا

فُضُولٌ كَبِيرَةٌ

لَنَا فَقَطْ فَضْلَانِ صَغِيرَانِ .

عَمِيدُنَا اشْتَرَى أَحْيَرًا

سَيَّارَةً جَدِيدَةً .

لِلْمُدَرِّسِينَ الْآخَرِينَ أَيْضًا سَيَّارَاتٌ .

تِلْكَ سَيَّارَاتٌ قَدِيمَةٌ .

This is the office of the principal.

You will always see two sturdy peons  
sitting at his door.

These two sturdy peons  
always go with our dear principal  
wherever he goes.

These two peons have their quarters  
in the school campus.

Beside poultry birds  
they also keep beautiful  
and tiny dogs. I also have taken  
one tiny dog from them.

I love my tiny dog very much.

Do you also love dogs?

هَذَا مَكْتَبُ الْعَمِيدِ.

سَوْفَ تَرَوْنَ دَائِمًا فَرَّاشَيْنِ قَوِيَّيْنِ

جَالِسَيْنِ عَلَى بَابِهِ.

هَذَانِ الْفَرَّاشَانِ الْقَوِيَّانِ  
دَائِمًا يَذْهَبَانِ مَعَ عَمِيدِنَا الْعَزِيزِ  
حَيْثُمَا يَذْهَبُ.

هَذَانِ الْفَرَّاشَانِ مَنْزِلَاهُمَا  
فِي مَدِينَةِ الْمَدْرَسَةِ.

بِجَانِبِ الطُّيُورِ الدَّاجِنَةِ  
إِنَّهُمْ أَيْضًا يَقْتَتُونَ كِلَابًا جَمِيلَةً  
وَ صَغِيرَةً. أَنَا أَيْضًا قَدْ أَخَذْتُ  
كَلْبًا صَغِيرًا مِنْهُمَا.

أُحِبُّ كَلْبِي الصَّغِيرَ جَدًّا.  
هَلْ أَنْتَ أَيْضًا تُحِبُّ الْكِلَابَ؟

### Grammar:

Adjective in Arabic is known as **صفة** and the noun qualified by the adjective is called **مَوْصُوف**. They are also known as **نعت** and **منعوت** respectively.

### In Arabic the:

- i) Adjective follows the noun it qualifies.
- ii) Adjective completely agrees with its noun in:
  - a) case
  - b) definiteness and indefiniteness.
  - c) number
  - d) gender

### Example:

A big boy came

قَدِمَ وَلَدٌ كَبِيرٌ

The foregoing sentence is composed of three parts:

(He) came	قَدِمَ	intransitive verb
A boy	وَلَدٌ	a common noun
big	كَبِيرٌ	adjective

In this sentence وَلَدٌ is a masculine noun of singular number. It is considered to be a common noun because it is not defined with the definite article اَلْ. It is in the nominative case being the subject of the intransitive verb قَدِمَ. Hence, the adjective كَبِيرٌ agrees with the noun in all aspects as mentioned above under (a) (b) (c) (d).

Similarly in the cases of the dual and plural nouns the adjective will fully agree with the noun it qualifies. For Example we would say:

Two boys came	قَدِمَ وَلَدَانِ
Two big boys came	قَدِمَ وَلَدَانِ كَبِيرَانِ
Boys came	قَدِمَ أَوْلَادٌ
Big boys came	قَدِمَ أَوْلَادٌ كِبَارٌ

And where the noun is defined with the definite article اَلْ the adjective also will have to be defined with اَلْ. For example:

The big boy came	قَدِمَ اَلْوَلَدُ اَلْكَبِيرُ
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If the noun qualified is in the accusative or genitive cases the adjective also will follow. For example:

I saw a big boy	رَأَيْتُ وَلَدًا كَبِيرًا
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'Boy' in this sentence is the object of the transitive verb رَأَيْتُ and therefore, it is in the accusative case. The adjective here shall have to be placed in the accusative case.

And if we say:

I went to a big boy	ذَهَبْتُ إِلَى وَلَدٍ كَبِيرٍ
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We would find that the noun وَلَدٍ is preceded by a preposition which functions in Arabic to cause *kasrah* to the terminal letter of the noun it precedes. It is therefore, the adjective also will have *kasrah*.



This huge building is an office complex. They are mostly governmental offices. This huge and tall building has nine floors including the ground floor. The ground floor mainly consists of public canteens and a big co-operative store run by the government employees themselves. Besides, there are covered parking places for the official cars. For the visiting cars there is a big open space to park them. The ground floor and the surrounding area is very unsafe and unclean. There are bad people who roam about in this area. They are mostly tricksters and pickpockets. Besides, you can always see tens of dirty dogs loitering about. At other floors there are offices of different ministries. There is mixed working

force in all these offices. There are big officials and small officials in these offices. There are men-officials and women-officials.

2. Given below are the masculine adjectives of singular number. Use them in sentences of your own. Also use suitably their dual and plural forms in sentences of your own.

سَرِيعٌ، رَخِيفٌ، صَغْبٌ، سَهْلٌ، قَبِيحٌ، جَمِيلٌ، قَصِيرٌ، طَوِيلٌ، قَدِيمٌ، جَدِيدٌ.

3. Render the adjectives in exercise no. 2 into those of the feminine gender for all numbers and suitably use them in sentences of your own.

#### 4. Translate into English:

الف: هَذِهِ جَامِعَةٌ جَوَاهِرُ لَالٍ نَهْرُو. هَذِهِ جَامِعَةٌ كَبِيرَةٌ. يَدْرُسُ فِي هَذِهِ الْجَامِعَةِ الْكَبِيرَةِ الطُّلَابُ الْكِبَارُ مَعَ الطَّالِبَاتِ الْكَبِيرَاتِ. هَؤُلَاءِ الطُّلَابُ الْكِبَارُ وَالطَّالِبَاتُ الْكَبِيرَاتُ يُتَابِعُونَ دِرَاسَاتِهِمْ فِي الْعُلُومِ الْعَصْرِيَّةِ وَاللُّغَاتِ الْحَدِيثَةِ. تَقْدَمُ الْجَامِعَةُ كُورَسَاتٍ مُنْتَظِمَةً كَامِلَةً الدَّوَامِ فِي النَّهَارِ وَكُورَسَاتٍ وَجِيزَةً يَضِفُ الدَّوَامَ فِي الْمَسَاءِ. أَنَا طَالِبٌ فِي قِسْمِ اللُّغَةِ الْعَرَبِيَّةِ الْحَدِيثَةِ. لَنَا فَضْلٌ صَغِيرٌ وَغُرْفَةٌ كَبِيرَةٌ. لِلغُرْفَةِ الْكَبِيرَةِ بَابَانِ وَاسِعَانِ وَشُبَّاكَانِ ضَيِّقَانِ. كُرَاسِيُ الْغُرْفَةِ جَدِيدَةٌ وَمُرِيحَةٌ. سَوْفَ تَرَى هَذَيْنِ الْبَابَيْنِ الْوَاسِعَيْنِ مَفْتُوحَيْنِ دَائِمًا خِلَالَ سَاعَاتِ دَوَامِ الْجَامِعَةِ. يَدْخُلُ طُلَابُ هَذِهِ الْغُرْفَةِ مِنْ هَذَيْنِ الْبَابَيْنِ الْوَاسِعَيْنِ وَيَخْرُجُونَ مِنْهُمَا.

ب: قَالَتِ الْمُدْرَسَةُ: نَحْنُ الْآنَ فِي أَوَائِلِ الشَّتَاءِ. هَذِهِ الْأَيَّامُ لَيْسَتْ حَارَّةً وَلَا بَارِدَةً. هِيَ أَيَّامٌ لَطِيفَةٌ جَدًّا. لِمَاذَا لَا تَذْهَبُ فِي نَزْهَةٍ. نَذْهَبُ مَثَلًا إِلَى حَدِيقَةِ الْحَيَوَانَاتِ لِنَرَى أَنْوَاعًا مُخْتَلِفَةً مِنَ الْحَيَوَانَاتِ وَالطُّيُورِ. تَتَوَاجَدُ فِي حَدِيقَةِ الْحَيَوَانَاتِ حَيَوَانَاتٌ مُفْتَرَسَةٌ. وَكَذَلِكَ نَجِدُ فِي الْحَدِيقَةِ حَيَوَانَاتٍ نَادِرَةً وَطُيُورًا غَرِيبَةً. فَصَّفِّ جَمِيعَ الطُّلَابِ الْحَاضِرِينَ وَالطَّالِبَاتِ الْحَاضِرَاتِ.

فَقَالَتِ الْمُدْرَسَةُ: نَذْهَبُ إِنْ شَاءَ اللَّهُ، إِلَى حَدِيقَةِ الْحَيَوَانَاتِ فِي يَوْمِ السَّبْتِ الْقَادِمِ. نَجْتَمِعُ فِي فِنَاءِ الْمَدْرَسَةِ فِي السَّبْتِ الْقَادِمِ فِي السَّاعَةِ الثَّامِنَةِ وَ مِنْ هُنَاكَ نَذْهَبُ إِلَى حَدِيقَةِ الْحَيَوَانَاتِ. وَافَقَ الْجَمِيعُ عَلَى ذَلِكَ. بَعْدَ ذَلِكَ أَخَذَتِ الْمُدْرَسَةُ تُدْرَسُنَا دَرْسًا جَدِيدًا.

## Glossary:

## الكلمات العسيرة

Reality	وَأَقَع
Teacher	مُدْرَس (SM) مُدْرَسُون (P)
To work	عَمِلَ / يَعْمَلُ / عَمَلًا
Secondary	ثَانَوِي (Adj. SM)
Area; terrain, sector	مِسَاحَة (SF) مِسَاحَات (P)
Covered	مُغَطَّى (VNSM)
Apart from	عِلَاوَة عَنْ
Ground; square	مَيْدَان (SM) مَيَادِينُ (P)
Mixed, combined	مُخْتَلَط
Around	حَوْلَى
One thousand	أَلْف
Small, young	صَغِير (Adj. SM) صِغَار (P)
Small, young	صَغِيرَة (Adj. SF) صَغِيرَات (P)
One hundred	مِائَة / مِئَة
Calss	فَضْل (SM) فصول (P)
Principal	عَمِيْدَة (SM) عَمَدَاء (P)
To buy	اشْتَرَى / يَشْتَرِي / اشْتِرَاء
New	جَدِيْد (Adj. SM) جُدَد (P)
Old	قَدِيْم (Adj. SM) قَدَامَى (P)
To see	رَأَى / يَرَى / رُؤْيَة
Peon; attendant	فَرَاش (SM) فَرَاشُون (P)
Strong	قَوِي (Adj. SM) اقْوِيَاء (P)
Always	دَائِمًا
With	مَعَ (Preposition)

Dear; beloved	عَزِيزٌ (Adj. SM) اِعْزَاءُ (P)
Wherever	حَيْثُمَا
House	مَنْزِلٌ (SM) مَنَازِلُ (P)
Ground	أَرْضِيٌّ (Adj. SF)
Ground floor	الدَّوْرُ الْأَرْضِيُّ
Bird	طَائِرٌ (SM) طُيُورٌ (P)
Poultry, domesticated (animals/ birds)	دَاجِنٌ (دَاجِنَةٌ)
Beside; in addition to	بِجَانِبِ
To keep; to acquire	اِقْتَنَى / يَقْتَنِي / اِقْتِنَاءٌ
To take	أَخَذَ / يَأْخُذُ / أَخْذًا
Expensive; costly	ثَمِينٌ (Adj. SM)
Fast	سَرِيعٌ (Adj. SM) سِرَاعٌ (P)
Cheap	رَخِيسٌ (Adj. SM) رِخَاصٌ (P)
Difficult	صَعْبٌ (Adj. SM) صِعَابٌ (P)
Easy	سَهْلٌ (Adj. SM)
Ugly	قَبِيحٌ (Adj. SM) قَبَاحٌ (P)
Beautiful, handsome	جَمِيلٌ (Adj. SM)
Short	قَصِيرٌ (Adj. SM) قِصَارٌ (P)
Tall	طَوِيلٌ (Adj. SM) طَوَالٌ (P)
To study	دَرَسَ / يَدْرُسُ / دِرَاسَةٌ
To pursue	تَابَعَ / يُتَابِعُ / مُتَابَعَةٌ
Studies	دِرَاسَةٌ (SF) دِرَاسَاتٌ (P)
Science	عِلْمٌ (SM) عُلُومٌ (P)
Modern	حَدِيثٌ (Adj. SM)
Course (of study)	كُورْسٌ (SM) كُورْسَاتٌ (P)

Regular	مُنْتَظِمٌ
Full time	كَامِلُ الدَّوَامِ
Brief; short	(Adj. SM) وَجِيزٌ
Part-time	نِصْفُ الدَّوَامِ
Narrow	(Adj. SM) ضَيِّقٌ
Wide; broad	(Adj. SM) وَاسِعٌ
Comfortable	(Adj. SM) مُرْنِيحٌ

## LESSON — 23

## الدرس — ٢٣

### Imperative Verb And Negative Verb

### فعل الامر وفعل النهى

That day was very hot in  
midsummer.

We were present in the class (room.)  
waiting for the teacher.

The teacher was late today.

The teacher came  
and he entered the class (room).

We greeted him.

The teacher returned the greetings  
and he said:

Today is very hot, then he said to me:

Ram Kumar, put on the light  
and turn on the fan & open  
the window.

After that the teacher said:

Open your book O' Adil.

Boys, open your books.

The teacher began to teach  
and he wrote the difficult words  
on the blackboard.

كَانَ ذَلِكَ الْيَوْمَ حَارًّا جَدًّا فِي  
أَوَاسِطِ الصَّيْفِ.

كُنَّا مُوجُودِينَ فِي الْفَضْلِ  
لِي نَنْتَظِرَ الْأُسْتَاذَ.

كَانَ الْأُسْتَاذُ مُتَأَخِّرًا الْيَوْمَ.  
حَاءَ الْأُسْتَاذَ

وَدَخَلَ الْفَضْلَ.

سَلَّمْنَا عَلَيْهِ.

رَدَّ الْأُسْتَاذُ السَّلَامَ  
رَقَالَ:

الْيَوْمَ حَارٌّ جَدًّا ثُمَّ قَالَ لِي:  
يَا رَامَ كُومَارَ، أَشْعِلِ النُّورَ  
وَأَفْتَحِ الْمِرْوَحَةَ  
وَالشُّبَّاكَ.

بَعْدَ ذَلِكَ قَالَ الْأُسْتَاذُ:

أَفْتَحْ كِتَابَكَ يَا عَادِلُ.

أَفْتَحُوا كُتُبَكُمْ يَا أَوْلَادُ.

أَخَذَ الْأُسْتَاذُ يُدَرِّسُ

وَكَتَبَ الْكَلِمَاتِ الصَّغْبَةَ

عَلَى السُّبُورَةِ.

The students began to write  
the meanings in their notebooks.

The teacher asked Asha:

Where is your note book, Asha?

Open your notebook and write  
these words with their meanings  
and do not talk with others.

Why do you write on  
the book , Adil?

Don't write on the book, Adil.

Don't write on the book, boys.

Don't write on the book, Miss.

Don't write on the book, girls.

During the lesson the teacher cast  
a look at the class and asked  
about Hamid: Where is Hamid?

Munir said: Sir, Hamid is unwell.

The teacher said: Let Hamid take rest  
for two or three days.

After his recovery from illness  
I will repeat this lesson for him.

Let us continue the lesson now.

During the lesson  
the school principal came  
and he entered the room.

أَخَذَ الطُّلَابُ يَكْتُبُونَ

الْمَعَانِي فِي كُتُبِهِمْ.

سَأَلَ الْأُسْتَاذُ أَشَا:

أَيْنَ كُتَابُكَ يَا أَشَا؟

إِفْتَحِي كُتَابَكَ وَارْكِبِي

هَذِهِ الْكَلِمَاتِ مَعَ مَعَانِيهَا

وَلَا تَتَحَدَّثِي مَعَ الْآخَرِينَ.

لِمَاذَا تَكْتُبُ عَلَى

الْكِتَابِ يَا عَادِلُ؟

لَا تَكْتُبْ عَلَى الْكِتَابِ يَا عَادِلُ.

لَا تَكْتُبُوا عَلَى الْكِتَابِ يَا أَوْلَادُ.

لَا تَكْتُبِي عَلَى الْكِتَابِ يَا آيِسَةُ.

لَا تَكْتُبْنَ عَلَى الْكِتَابِ يَا بَنَاتُ.

خِلَالَ الدَّرْسِ أَلْقَى الْأُسْتَاذُ

نَظْرَةً عَلَى الْفَضْلِ وَسَأَلَ

عَنْ حَامِدٍ، أَيْنَ حَامِدُ؟

قَالَ مُنِيرٌ: سَيِّدِي، حَامِدٌ مَرِيضٌ.

قَالَ الْأُسْتَاذُ: فَلْيَسْتَرِخْ حَامِدٌ

لِيَوْمَيْنِ أَوْ ثَلَاثَةِ أَيَّامٍ.

بَعْدَ إِفْقَاقِهِ مِنَ الْمَرَضِ

أَعِيذُ لَهُ هَذَا الدَّرْسَ.

فَلْنَوَاصِلِ الدَّرْسَ الْآنَ.

خِلَالَ الدَّرْسِ

قَدِمَ عَمِيذُ الْمَدْرَسَةِ

وَدَخَلَ الْغُرْفَةَ.

The teacher rose for him

فَاقَامَ لَهُ الْأُسْتَاذُ

and he said: Sir, please come.

وَقَالَ: تَقْضِلْ يَا سَيِّدِي.

The principal spoke to the teacher

نَحَدَّثُ الْعَمِيذَ إِلَى الْمُتَرَسِّ

for a while and returned.

فَلَبَّأَوْ عَادَ.

The bell rang and the lesson ended.

دَقَّ الْجَرَسُ وَانْتَهَى الدَّرْسُ.

### Grammar:

The imperative verb i.e. **فعل الامر** and the negative verb i.e. **فعل النهي** are formed from those forms of the present imperfect verb i.e. **الفعل المضارع** which indicate second person i.e. **صيغة الحاضر**. In the case of the triliteral verbs i.e. verbs which have three original letters, we have to drop the symbol of **مضارع** which will necessarily be **ت** in all cases. After removing the symbol of **مضارع** we look at the first original letter. In most of the cases it will have a sokoon and we can not read any word in Arabic which begins with a silent letter. Therefore, we prefix to it one alif with Hamza **ء**. If the second original letter has *fathah* or *kasrah* then this alif **ا** is given *kasrah*. If the second original letter has *dammah* then the 'Alif **ا**' so prefixed is given *dammah*. The last letter of the verb is given Sokoon **ـ**. For example:

To go    ذَهَبَ    يَذْهَبُ    تَذْهَبُ  
                  إِذْهَبَ

In this case the **ت** of **تَذْهَبُ** is dropped. Now we find that the letter **ذ** bears sokoon. Therefore, we prefix to it alif with Hamza **ء** and because the second original letter has *fathah*, therefore, we give *kasrah* to this alif. The last letter which is **ب** in this case, is given sokoon. Now we read this form of the verb as:

Idh hab

إِذْهَبَ

In the case of the singular feminine, the dual masculine and the dual feminine and the plural masculine forms of the verb, the letter noon **ن** is dropped. The last letter alif **ا** Yaa **ي** and **و** waw are considered to be carrying sokoon as elongative vowels, therefore, we don't add any letter at



the end of these forms of the verb except the plural masculine form of the verb. We suffix to it one 'Alif ' which is Known as protective 'Alif '.\*

For example:

singular feminine	تَذْهَبِينَ	إِذْهَبِي
dual masculine	تَذْهَبَانِ	إِذْهَبَا
dual feminine	تَذْهَبَانِ	إِذْهَبَا
Plural masculine	تَذْهَبُونَ	إِذْهَبُوا

In the case of the plural feminine the letter noon ن is retained with its original *fathah*. For example:

تَذْهَبْنَ	إِذْهَبْنَ
------------	------------

In the case of verbs which have more than three letters- whether original or additional-after removing the symbol of مضارع, if we find that the next letter has a vowel, then in that case we only give sokoon to the last letter of the verb and follow the procedure as explained above for obtaining other forms i.e. dual and plural etc, of the verb.

### Example:

سَافَرَ يُسَافِرُ to travel تُسَافِرُ

After removing the symbol of مضارع we have سَافِرُ form of the verb. In this case س is having a *fathah*, Therefore, we only give sokoon to the last letter

\* In the plural masculine form of the imperative we suffix one Alif to the original letters of the verb. This Alif is called "protective Alif" which disappears when the verb is followed by any linkable personal pronoun.

### Example:

Beat him (you all men) اضْرِبُوهُ

However, this alif has to make physical apperance in written Arabic if the verb is followed by any other noun, pronoun or proper-noun.

Beat the boy (you all men)	اضْرِبُوا الْوَلَدَ
Beat this boy (you all men)	اضْرِبُوا هَذَا الْوَلَدَ
Beat Hamid (you all men)	اضْرِبُوا حَامِدًا

which is *Raa* in this case and in this way, we obtain the following form:

سَافِرٌ

For other forms of the verb we follow the procedure as explained above:

singular masculine	سَافِرٌ	تَسَافِرُ
dual masculine	سَافِرَا	تَسَافِرَانِ
plural masculine	سَافِرُونَ	تَسَافِرُونَ
singular feminine	سَافِرَةٌ	تَسَافِرِينَ
dual feminine	سَافِرَتَا	تَسَافِرَانِ
plural feminine	سَافِرَاتٌ	تَسَافِرْنَ

If we find that after removing the symbol of مضارع , the next letter has sokoon, then in that case we prefix to such a verb one Alif/ Hamza with *kasrah* and give sokoon to the last letter. For example:

اِسْتَقْبِلْ    يَسْتَقْبِلُ    to receive (s.o.)    تَسْتَقْبِلُ  
اِسْتَقْبِلْ

If the verb is causative on the pattern of اَفْعَلَ/يُفْعِلُ then in that case after removing the symbol of مضارع we prefix to it Alif/ Hamza with *fathah* and give sokoon to the last letter . For example:

اُجْلِسْ    يُجْلِسُ    to seat    تُجْلِسُ  
اُجْلِسْ

In the case of verbs which end with two identical letters and written as one with the help of shadda, we, after dropping the symbol of the present imperfect, either separate them and write them as two separate entities and prefix to them one Alif with appropriate vowel point or read them with a *fathah* at the terminal letter while at the same time retaining the existing vowel point on the letter after dropping symbol of the present indicative. For example:

تَمَدُّدٌ	يَمُدُّ	مَدُّ
to stretch	تَمَدُّدٌ	يَمُدُّ
singular masculine	أَمَدُّ	مَدُّ

dual masculine	أَمْدَا	مَدَا
plural masculine	أَمْدُوا	مَدُوا
singular feminine	أَمْدِي	مَدِي
dual feminine	أَمْدَا	مَدَا
plural feminine	أَمْدَنَ	أَمْدَنَ

In the case of trilateral verbs which have ا, و, or ي as the medial letter preceded by an even vowel, we would drop this letter in the singular masculine and plural feminine imperative verbs while retaining it in the other four forms for obvious reasons.

### Examples:

قَالَ	يَقُولُ	to say	تَقُولُ	قُولُوا	قُولِي	قُولَا	قُلْنَ
قُلْ	قُولَا		قُولِي	قُولُوا	قُولِي	قُولَا	قُلْنَ
نَامَ	يَنَامُ	to sleep	تَنَامُ	نَامُوا	نَامِي	نَامَا	نَمْنَ
نَمْ	نَامَا		نَامِي	نَامُوا	نَامِي	نَامَا	نَمْنَ

Arabic imperative verb may also be used in the meaning of request e.g. اجلس which means "sit down", may also mean in the given circumstances "Please sit down". However, the phrase. مِنْ فَضْلِكَ meaning 'Please' is normally appended to the imperative, e.g. اجلس، مِنْ فَضْلِكَ is the standard and widely followed form of rendering the dictative meaning of the imperative into the polite meaning of request.

The negative form of the verb is obtained by using the negative particle لا before the present imperfect verb without disturbing the order of the letters of the verb. Only the last letter of the verb is given sokoon. Other forms of the verb i.e. dual and plural etc, are obtained by applying the same procedure as in the case of the imperative verb. That is to say, we drop all the 'noons ن' and retain only the noon ن of the plural feminine with its original *fathah*. We also suffix the protective alif ا, to the plural masculine form of the verb subject to rules as explained in the imperative. For example:

singular masculine	لَا تَذْهَبْ	تَذْهَبْ
dual masculine	لَا تَذْهَبَا	تَذْهَبَانِ
plural masculine	لَا تَذْهَبُوا	تَذْهَبُونَ
singular feminine	لَا تَذْهَبِي	تَذْهَبِينَ
dual feminine	لَا تَذْهَبَا	تَذْهَبَانِ
plural feminine	لَا تَذْهَبْنَ	تَذْهَبْنَ

تَفَضَّلْ is the most apt equivalent of "please" which might be used at any occasion without using the required word. For example, opening the door you can invite your visitor inside the house by merely saying تَفَضَّلْ without saying ادْخُلْ which alone means "enter". Or pointing to a chair you can simply say تَفَضَّلْ and in the context it would mean "please sit down".

تَفَضَّلْ is also thoroughly conjugated on the تَفَعَّلْ pattern.

### Imperative for the third & the first persons

For obvious reasons, the third and the first person nouns can not be ordered or dictated to do anything. However, suggestions may be made to them as they may be made to the second person nouns.

This meaning in English is conveyed by the verbs "let, should, must or ought to". Beside other ways of conveying the same meaning in Arabic, we use one ل with *kasrah*. This ل is known in the grammar terminology of the Arabic language as the ل of imperative i.e. لام الامر. This "laam" causes a sokoon to the terminal letter of the present indicative and causes removal of all the ن letters except those of the third and second persons of plural feminine. The meaning of a verb bedecked with this "laam" is interpreted with 'should' or 'let' or any other word with a similar meaning.

If this "laam" is preceded by و and ف "And" and "Then", then this "laam" is given a "sokoon".

And he should go

وَلْيَذْهَبْ

Then he should go

فَلْيَذْهَبْ

**Exercises:**

i) Make the imperatives and the negatives from the following verbs and use them in sentences of your own:

To drink	شَرِبَ / يَشْرَبُ / شَرَبَا
To kill	قَتَلَ / يَقْتُلُ / قَتَلَا
To break	كَسَرَ / يَكْسِرُ / كَسَرَا
To come forward, to apply	تَقَدَّمَ / يَتَقَدَّمُ / تَقَدَّمَا
To be happy	سَعِدَ / يَسْعَدُ / سَعَدَا
To hear; to listen	سَمِعَ / يَسْمَعُ / سَمِعَا
To seat	أَجْلَسَ / يُجْلِسُ / أَجْلَسَا
To inform	أَخْبَرَ / يُخْبِرُ / أَخْبَرَا
To break (into pieces)	كَسَرَ / يَكْسِرُ / تَكْسِيرَا
To tear	مَزَّقَ / يُمَزِّقُ / تَمَزَّقَا
To drive	سَاقَ / يَسُوقُ / سَوَقَا
To lead	قَادَ / يَقُودُ / قَيَادَا

**2) Translate into Arabic:**

- (A) 1. Open (PM) your books and read lesson no. 21.  
 2. Eat (SF) your breakfast and go to your school. You must reach there before eight O' clock.  
 3. Read (DM) Your lesson aloud and learn it by heart.  
 4. Please don't shout (PF) at me like this.  
 5. Don't break (SM) the glass; it is very expensive.  
 6. Don't enter (PM) his room without his permission.  
 7. Knock (SF) the door before you enter.  
 8. Don't drive (SM) the car without licence.  
 9. Please don't stand (PM) in the passage.  
 10. Write (SM) a letter immediately after reaching there.

(B) It was a very nice day in the early monsoon season. My children asked me to go to the Zoo. I agreed to this proposal. We started making preparation. My younger daughter took some of her toys. I told her: Don't take your toys. You will have no time to play with them. I told my son: Don't forget drinking water. I told my wife: Please take one or two umbrellas also. When we reached the Zoo I gave money to my children and told them: Go together. Stand in the queue and buy four tickets. Inside the Zoo when we were offering groundnuts to the monkeys, one watchman approached us. He said: Please don't offer anything to the animals. It is not allowed. We moved on from cage to cage and saw many animals and birds. In the evening when we returned home, we were very tired.

### 3. Translate into English:

بَعْدَ غِيَابِ يَوْمَيْنِ أَوْ ثَلَاثَةِ أَيَّامٍ ذَهَبْتُ إِلَى الْمَدْرَسَةِ لِحُضُورِ فَضْلِي. رَأَى الْأُسْتَاذُ وَاسْتَوْفَّقَنِي وَرَفَّقْتُ. سَأَلَنِي الْأُسْتَاذُ: أَيْنَ كُنْتَ؟ فَقُلْتُ لَهُ: سَيِّدِي، كُنْتُ مَرِيضًا. قَالَ الْأُسْتَاذُ: إِذْهَبِ الْآنَ إِلَى نَاطِرِ الْمَدْرَسَةِ وَقَدِّمْ لَهُ طَلَبَ الْإِجَازَةِ.

عِنْدَمَا وَصَلْتُ غُرْفَةَ النَّاطِرِ كُنْتُ خَائِفًا. وَلَكِنَّ النَّاطِرَ اسْتَقْبَلَنِي بِبِشَاشَةٍ وَحَرَارَةٍ. فَسَرَحْتُ لَهُ مَطْلُوبِي فَقَالَ لِي النَّاطِرُ: اكْتُبْ لِي طَلَبًا وَجِيزًا وَوَقِّعْ عَلَيْهِ. وَسَيُوقَّعُ عَلَيْهِ أَيْضًا وَالدَّكَ. غَدَا نَقْدُمُ إِلَيْكَ بِالطَّلَبِ. بَعْدَ ذَلِكَ غَدْتُ إِلَى فَضْلِي. فَقَالَ الْأُسْتَاذُ: اجْلِسْ وَاسْمَعْ إِلَى الدَّرْسِ بِإِنْبَإِهِ وَلَا تَزْعِجْ زُمَلَانِكَ. فِي نَفْسِ الْوَقْتِ أَخَذَ الطَّلَابُ يَتَحَدَّثُونَ فِيمَا بَيْنَهُمْ فَقَالَ الْأُسْتَاذُ: يَا أَوْلَادُ، لَا تَتَحَدَّثُوا وَاقْرَأُوا وَادْرُسْكُمْ جَيِّدًا.

4) Separate the imperative and the negative forms of the verbs from the exercise no. 3 above and use them in sentences of your own.

### Glossary:

### الكلمات العسيرة:

Before

قَبْلَ

8'O clock

السَّاعَةُ الثَّامِنَةُ

. Aloud

بِصَوْتٍ عَالِيٍّ / بِصَوْتٍ غَالٍ

To learn by heart	اِسْتَظْهَرُ / يَسْتَظْهَرُ / اِسْتَظْهَرَا
To shout	صَرَخَ / يَصْرُخُ / صَرَخَا
(He shouted) at me	(صَرَخَ) لِيْ
Like this	هَكَذَا
To enter	دَخَلَ / يَدْخُلُ / دَخُلَا
Without	بِدُوْنِ ، بِغَيْرِ
Permission/ permit	اِذْنٌ (SM) اُذُوْنٌ (P)
To break	كَسَرَ / يَكْسِرُ / كَسَرَا
Glass	زُجَاجٌ (SM) زُجَاجَاتٌ (P)
Expensive	ثَمِيْنٌ (Adj. SM)
To knock	طَرَقَ / يَطْرُقُ / طَرَقَا
To drive	سَاقَ / يَسُوْقُ / سَوَقَا
Licence	رُخْصَةٌ (SF) رُخْصٌ (P)
To stand	وَقَفَ / يَقِفُ / وَقُوفَا
Passage, way	مَمَرٌ (SM) مَمَرَاتٌ (P)
Letter	خِطَابٌ (SM) خِطَابَاتٌ (P)
Immediately after	فَوْرَ
Immediately	فَوْرًا
To search (for)	بَحَثَ / يَبْحَثُ عَنْ (بَحْثًا عَنْ)
To contact (s.o.)	اِتَّصَلَ / يَتَّصِلُ بِ / اِتِّصَالًا
To ask; to request	سَأَلَ / يَسْأَلُ / سَأَلَا
To beware	اِخْتَرَسَ / يَخْتَرِسُ / اِخْتِرَاسًا
Lesson	دَرْسٌ (SM) دُرُوسٌ (P)
House	بَيْتٌ (SM) بُيُوتٌ (P)
Thief	سَارِقٌ (SM) سَارِقُوْنَ (P)
Thief	لِصٌّ (SM) لُصُوصٌ (P)
Train	قِطَارٌ (SM) قِطَارَاتٌ (P)
Season	فَصْلٌ (SM) فُصُولٌ (P)

Summer season	صَيْفٌ / فَضْلُ الصَّيْفِ
Because, that is why	لِذَلِكَ
Journey	سَفَرٌ (SM) أَسْفَارٌ (P)
Comfortable	مُرِيحٌ (VNSM)
Wine	خَمْرٌ (SMF) خُمُورٌ (P)
To collect; to assemble	جَمَعَ / يُجَمِّعُ / تَجْمِيعاً
To receive (s.o)	اِسْتَقْبَلَ / يَسْتَقْبِلُ / اِسْتِقْبَالاً
To allow entry	اَدْخَلَ / يُدْخِلُ اِذْخَالاً
Respect	اِحْتِرَامٌ



## LESSON — 24

## الدرس — ٢٤

### Adjective Of The Comparative And The Superlative Degrees

### اسم التفضيل

The city of Delhi is a big city.

It is divided into Old Delhi  
and New Delhi.

New Delhi is bigger  
than Old Delhi.

Old Delhi is more congested  
than New Delhi.

In New Delhi the houses are big  
and the roads are wide.

In Old Delhi the houses are small  
and the roads are narrow.

In New Delhi you will find  
the most important offices  
of the government of India.

In Delhi you will find the  
historical buildings including  
Qutub Minar.

It is the tallest minaret in India.

It is not the oldest building in India.

Beside these monuments

there are found

مَدِينَةُ دِلْهِى مَدِينَةٌ كَبِيرَةٌ.

هِيَ مُنْقَسِمَةٌ فِي مَدِينَةِ دِلْهِى الْقَدِيمَةِ  
وَدِلْهِى الْجَدِيدَةِ.

دِلْهِى الْجَدِيدَةُ أَكْبَرُ  
مِنْ دِلْهِى الْقَدِيمَةِ.

دِلْهِى الْقَدِيمَةُ أَكْثَرُ إِزْدِحَامًا  
مِنْ دِلْهِى الْجَدِيدَةِ.

فِي دِلْهِى الْجَدِيدَةِ الْبُيُوتُ كَبِيرَةٌ  
وَالشُّوَارِعُ وَاسِعَةٌ.

فِي دِلْهِى الْقَدِيمَةِ الْبُيُوتُ صَغِيرَةٌ  
وَالشُّوَارِعُ ضَيِّقَةٌ.

فِي دِلْهِى الْجَدِيدَةِ تَجِدُ  
أَهَمَّ الْمَكَاتِبِ

لِلْحُكُومَةِ الْهِنْدِيَّةِ.

فِي دِلْهِى سَوْفَ تَجِدُ

الْمَبَانِي التَّارِيخِيَّةَ بِانْضِمَامِ  
قُطْبُ مِينَارِ.

هِيَ أَطْوَلُ مَنَارَةٍ فِي الْهِنْدِ.

هِيَ لَيْسَتْ أَقْدَمَ الْمَبَانِي فِي الْهِنْدِ.

بِجَانِبِ هَذِهِ الْأَثَارِ

يُوجَدُ هُنَاكَ

other places of importance  
like the National Museum  
and the National Archives,  
and the cultural centres  
and the scientific research .  
Delhi is a big city  
and it is known all over the world.

أَمَا كُنْ الْإِهْتِمَامُ الْآخَرَى  
مِنْ أَمْثَالِ الْمَتَحَفِ الْقَوْمِي  
وَمَكْتَبِ الْأَرْشِيفِ الْقَوْمِي  
وَمَرَاكِزِ الثَّقَافَةِ  
وَالْبَحْثِ الْعِلْمِيِّ .  
دَلْهِى مَدِينَةٌ كَبِيرَةٌ  
وَمِنْ مَعْرُوفَةٍ فِي كُلِّ الْعَالَمِ .

### Grammar:

Indeed the comparative and the superlative degrees are different forms of simple stative adjective.

In Arabic all such adjectives and adjectival/verbal nouns which are based on trilateral verbs can easily be changed into adjectives of comparative degree by prefixing one alif with fathah to the original or the root letters of the verbs.

In this case the first original letter will have Sokoon, the second letter will have fathah and the third *dammah*.

For example we take the adjective قَصِيرٌ. It means short (in stature or length). This adjective is originally derived from قَصَرَ. Now to obtain the comparative degree we have to apply the formula explained above:

$$أ + قَصَرُ = أَقْصَرُ$$

This form of the adjective will mean: shorter. In English the comparative is followed by 'than', which meaning in Arabic is obtained by using مِنْ .

Thus if we want to say that:

This boy is short.....we would say in Arabic هَذَا الْوَلَدُ قَصِيرٌ and if we want to say 'This boy is shorter', we would say in Arabic: هَذَا الْوَلَدُ أَقْصَرُ

However, if we want to say that:

This boy is shorter than that boy, then we would say in Arabic:

هَذَا الْوَلَدُ أَقْصَرُ مِنْ ذَلِكَ الْوَلَدِ .

It may be remembered that the majority of such derived adjectives consists of four letters. In the following are given a few examples of simple adjectives and adjectival nouns being changed into adjectives of comparative degree. Let us take for example:

Shorter أَقْصَرُ (من قصر) short قَصِيرٌ

Wiser أَعْقَلُ (من عقل) wise عَاقِلٌ

more beautiful أَجْمَلُ (من جمل) beautiful جَمِيلٌ

And if we want to express the superlative degree of the adjective we use only the adjectival noun of comparative degree immediately followed by the plural of the noun bedecked with the definite article **الـ**. In this case also the last letter of the plural noun will have a *kasrah*. Let us suppose that we want to say that: He is the shortest man or He is the 'Shortest' of the men. In Arabic we would express this meaning as under:

هُوَ أَقْصَرُ الرِّجَالِ

There is another way of expressing superlative degree. We can use the comparative degree of the adjective immediately followed by the concerned noun in singular number and in this case the singular noun will not admit the definite article and the terminal letter will take double *kasrah*. Example:

He is the shortest man هُوَ أَقْصَرُ رَجُلٍ

It should also be clarified that this **أقصر من** in the case of comparative and only **أقصر** in the case of superlative degree respectively are treated as fixed patterns or forms which are used with all nouns irrespective of their number and gender as would become amply evident if you carefully peruse the following sentences:

This man is short.

هَذَا الرَّجُلُ قَصِيرٌ.

This man is shorter than that man.

هَذَا الرَّجُلُ أَقْصَرُ مِنْ ذَلِكَ الرَّجُلِ .

This is the shortest man.

هَذَا أَقْصَرُ الرِّجَالِ.

This boy is tall.

هَذَا الْوَلَدُ طَوِيلٌ.

This boy is taller than that boy.

هَذَا الْوَلَدُ أَطْوَلُ مِنْ ذَلِكَ الْوَلَدِ.

This is the tallest boy.	هَذَا أَطْوَلُ الْبُتَاتِ.
This train is fast.	هَذَا الْقِطَارُ سَرِيعٌ.
This train is faster than that train.	هَذَا الْقِطَارُ أَسْرَعُ مِنْ ذَلِكَ الْقِطَارِ.
This is the fastest train.	هَذَا أَسْرَعُ الْقِطَارَاتِ.
This pen is cheap.	هَذَا الْقَلَمُ رَخِيسٌ.
This pen is cheaper than that pen.	هَذَا الْقَلَمُ أَرْخَصُ مِنْ ذَلِكَ الْقَلَمِ.
This is the cheapest pen.	هَذَا أَرْخَصُ الْقَلَامِ.
This house is beautiful.	هَذَا الْبَيْتُ جَمِيلٌ.
This house is more beautiful than that house.	هَذَا الْبَيْتُ أَجْمَلُ مِنْ ذَلِكَ الْبَيْتِ.
This is the most beautiful house.	هَذَا أَجْمَلُ الْبُتَاتِ.
This girl is tall.	هَذِهِ الْبِنْتُ طَوِيلَةٌ.
This girl is taller than that girl.	هَذِهِ الْبِنْتُ أَطْوَلُ مِنْ تِلْكَ الْبِنْتِ.
This is the tallest girl.	هَذِهِ أَطْوَلُ الْبَنَاتِ.
This girl is taller than that boy.	هَذِهِ الْبِنْتُ أَطْوَلُ مِنْ ذَلِكَ الْوَلَدِ.
This boy is taller than those two boys.	هَذَا الْوَلَدُ أَطْوَلُ مِنْ ذَيْنِكَ الْوَلَدَيْنِ.

In the case of such adjectival nouns which are drawn from the verbs other than the triliteral verbs and in the case of such triliteral verbs where it is not possible to express the adjectival meaning of the comparative degree through the pattern explained above, we use a supporting word (either أَكْثَرُ or أَقْدُ) of the said pattern followed by the infinitive forms of the verb in the accusative case. For example, if we want to say that: This boy is hardworking, we would say in Arabic:

هَذَا الْوَلَدُ مُجْتَهِدٌ

However, if we want to say that: this boy is more hardworking than that boy, we would say:

هَذَا الْوَلَدُ أَكْثَرُ اجْتِهَادًا مِنْ ذَلِكَ الْوَلَدِ.

You should carefully note the expression " أَكْثَرُ اجْتِهَادًا " in the sentence above.

In the case of the superlative meaning this أَكْثَرُ will be immediately followed only by the plural of the concerned noun bedecked with the definite article and this noun will be in the genitive case i.e. its terminal letter will have *kasrah* and then the infinitive form of the verb will come in the accusative case. Suppose here we want to say that: He is the most hardworking boy, we would say in Arabic:

هُوَ أَكْثَرُ الْأَوْلَادِ اجْتِهَادًا

This pattern of comparative degree i.e. أَفْعَلُ is diptote i.e. in the nominative case it takes dammah and in the accusative and genitive cases it takes only fathah unless otherwise it is in the construct phrase where it admits *kasrah* also.

To understand it better, carefully note the following sentences:

قَدِمَ إِلَيَّ وَلَدٌ أَقْصَرُ مِنْ ابْنِكَ

(There) came to me a boy shorter than your son.

In the sentence above وَلَدٌ is the subject of the verb قَدِمَ and thus it takes dammah and أَقْصَرُ is the adjective in the comparative degree for qualifying the nominative noun وَلَدٌ and agrees with it beside other things, in case also and it is precisely because of this reason that أَقْصَرُ is also in the nominative case. Now let us see the following sentence:

I saw a boy shorter than your son. رَأَيْتُ وَلَدًا أَقْصَرَ مِنْ ابْنِكَ

In this sentence the noun وَلَدٌ is the object of the verb رَأَى and it is therefore in the accusative case marked by fathah and the adjective of the comparative degree qualifying the وَلَدًا agrees with it, beside other things, in case also.

Now there remains with us only the genitive case. Let us see this sentence:

I went to a shorter boy. ذَهَبْتُ إِلَى وَلَدٍ أَقْصَرَ

Note that the noun وَلَدٍ is in the genitive case as it is preceded by the preposition إِلَى and the adjective of comparative degree أَقْصَرُ should also have

been in the genitive case i.e. it should have borne a *kasrah* at its terminal letter. However, it is not so because this pattern of أَقْصَرُ is diptote. Hence, although in the sentence above, it is qualifying a noun of the genitive case, yet it can admit only fathah.

However, if this pattern of comparative adjectival meaning is placed in construct phrase then it can admit *kasrah* also. For example:

I went to the shortest boy  
in the class.

ذَهَبْتُ إِلَى أَقْصَرِ وَلَدٍ  
فِي الْفَضْلِ

I went to the shortest of the boys in  
the class.

ذَهَبْتُ إِلَى أَقْصَرِ الْأَوْلَادِ  
فِي الْفَضْلِ

In the foregoing two sentences أَقْصَرُ is in construct phrase with وَلَدٍ and الْأَوْلَادِ and it is preceded by preposition إِلَى, therefore, it carries *kasrah*.

Other changing patterns of أَفْعَلُ viz. فَعْلَى for feminine singular or أَفْعَلَانِ or فَعْلَيَانِ for masculine & feminine dual & فَعْلٌ for plural are very sparingly used as stative adjectives. For example, we can say هِيَ الْبَنْتُ الصَّغْرَى She is the youngest daughter. In sum, we can not and we should not say: هِيَ صُغْرَى مِنْ تِلْكَ الْبَنَاتِ. The أَفْعَلُ pattern is good enough for expressing comparative & superlative adjectival meaning as explained above.

## Exercises:

### (1) Translate into Arabic:

- (A)
- (1) He is poorer than his brother.
  - (2) Is your sister bigger than my brothers and sisters.
  - (3) He is the tallest boy in our class.
  - (4) I saw a man fatter than your peon.
  - (5) The girls are more intelligent than the boys.
  - (6) My brother is more hardworking than you are.
  - (7) My book is cheaper than your book.
  - (8) Is your garden more beautiful than my garden.
  - (9) Do you think that this worker is more honest than those workers.
  - (10) This teacher is more sincere than the students.

(B)

This is our school building. It is an old building. It is older than the mosque beside it. It has many rooms. Some rooms are big and some rooms are small. Calss rooms are bigger than the teachers' rooms. The hall in this school is the biggest of all rooms. This is my classroom. It is a big room. There are thirty boys and girls in my class. Girls are more hardworking than boys.

## 2) Translate into English:

هَذِهِ حَدِيقَةٌ كَبِيرَةٌ. هِيَ أَكْبَرُ الْحَدَائِقِ فِي كُلِّ الْمَدِينَةِ. فِيهَا أَشْجَارٌ طَوِيلَةٌ وَ أَشْجَارٌ قَصِيرَةٌ. فِيهَا أَشْجَارُ الْأَوْكَالْبُتُوسِ أَيْضًا. هِيَ أَطْوَلُ مِنَ أَشْجَارِ التَّيْنِ وَلَكِنَّهَا أَهْزَلُ مِنَ أَشْجَارِ التَّيْنِ. لَقَدْ عَشَّشَتِ الطُّيُورُ فِي هَذِهِ الْأَشْجَارِ. تَفْضَلُ الطُّيُورُ الْأَشْجَارَ الطَّوِيلَةَ. فَهِيَ قَلَّمَا تُعَشَّشُ فِي الْأَشْجَارِ ذَاتِ الثَّمَارِ. تَرَى فِي هَذِهِ الْحَدِيقَةِ طُيُورًا كَثِيرَةً. بَعْضُهَا صَغِيرَةٌ وَبَعْضُهَا كَبِيرَةٌ. بَعْضُهَا جَمِيلَةٌ وَبَعْضُهَا عَادِيَّةٌ. الْحِدَاةُ أَكْبَرُ مِنَ الْغُرَابِ. الْبَيْغَاءُ أَجْمَلُ مِنَ الْغُرَابِ. الْعَنْدَلِيبُ أَصْفَرُ مِنَ الْإِنْتِينِ. هُنَاكَ حَيَوَانَاتٌ كَبِيرَةٌ وَصَغِيرَةٌ فِي هَذِهِ الدُّنْيَا.

(3) Make adjectives of the comparative & the superlative degrees from the following & use them in sentences / paragraphs of your own.

عَالِمٌ / عَاقِلٌ / ثَقِيلٌ / خَفِيفٌ / رَخِيفٌ / غَالِيٌ / غَالِيٌ / قَصِيرٌ / طَوِيلٌ / رَحِيمٌ

(4) Where and how do you make adjectives of comparative & superlative degrees by using words أَكْبَرُ / أَكْثَرُ / أَشَدُّ and أَصْفَرُ. Write a paragraph by using such adjectives.

## Glossary:

Divided

(Adj. SM) مُنْقَسِمٌ

Bigger

(Adj. com.) أَكْبَرُ

More

(Adj. com.) أَكْثَرُ

Crowd

إِزْدِحَامٌ

Street, road

(P) شَارِعٌ (SM) شَوَارِعُ

Wide, broad

(Adj. SM) وَاسِعٌ

Narrow	(Adj. SM) ضَيِّق
More important	أَهَمُّ
To find	وَجَدَ / يَجِدُ / وَجُودًا
You will find	سَوْفَ تَجِدُ
Building	مَبْنَى (SM) مَبَانِي (P)
Including	بِإِنْضِمَامٍ
Taller, longer	أَطْوَلُ (Adj. com.)
Old	قَدِيمٌ (Adj. SM)
Older	أَقْدَمُ (Adj. com.)
Monument	أَثَرٌ (SM) آثَارٌ (P)
Historical	تَارِيخِيٌّ (Adj. SM)
Place	مَكَانٌ (SM) أَمَاكِينُ (P)
Places of interest	أَمَاكِينُ الْإِفْتِمَامِ
Museum	مَتْحَفٌ (SM) مَتَاحِفُ (P)
National	قَوْمِيٌّ (Adj. SM)
Archives	أَرْشِيفٌ (SM) أَرَاشِيفُ (P)
Known, well known, famous	مَعْرُوفٌ (Adj. SM)
Poor	فَقِيرٌ (Adj. SM) فَقَرَاءُ (P)
Poorer	أَفْقَرُ (Adj. com.)
Intelligent	ذَكِيٌّ (Adj. SM) أَذْكِيَاءُ (P)
More intelligent	أَذْكَى (Adj. com.)
Hardworking	مُجْتَهِدٌ (Adj. SM) مُجْتَهِدُونَ (P)
More hardworking	أَكْثَرُ إِجْتِهَادًا (Adj. com.)
Cheap	رَخِيصٌ (Adj. SM)
Cheaper	أَرْخَصُ (Adj. com.)
Beautiful	جَمِيلٌ (Adj. SM)
More beautiful	أَجْمَلُ
To think	إِفْتَكَّرَ / يَفْتَكِّرُ / إِفْتِكَارًا



Honest	أَمِينٌ (Adj. SM) أَمْنَاءُ (P)
More honest	أَكْثَرُ أَمَانَةً
Worker	عَامِلٌ (SM) عَمَالٌ (P)
Sincere	مُخْلِصٌ (Adj. SM) مُخْلِصُونَ (P)
More sincere	أَكْثَرُ إِخْلَاصًا (Adj. com.)
Mosque	مَسْجِدٌ (SM) مَسَاجِدُ (P)
Garden	حَدِيقَةٌ (SF) حَدَائِقُ (p)
Fig	تَيْنٌ (CNM)
Thin	هَزِيلٌ (Adj. SM) هَزَلَى (P)
Thinner	أَهْزَلُ (Adj. com.)
To nestle	عَشَّشَ / يُعَشِّشُ / تَغَشَّشَا
To prefer	فَضَّلَ / يُفَضِّلُ / تَفَضَّلَا
Hardly	قَلَمًا (Adv. manner)
Fruit	ثَمَرٌ (SM) ثِمَارٌ (P)
Birds	طَائِرٌ (SM) طُيُورٌ (P)
Ordinary	عَادِيٌّ (Adj. SM)
Kite (bird)	جِدَاةٌ (SF) جِدَآثٌ (P)
Crow	غُرَابٌ (SM) غُرَبَانٌ (P)
Nightangle	عَنْدَلِيبٌ (SM) عَنَادِلُ (P)
Animal	حَيَوَانٌ (SM) حَيَوَانَاتٌ (P)
Heavy	ثَقِيلٌ (Adj. SM)
Light	خَفِيفٌ (Adj. SM)
High, lofty	عَالِيٌّ (Adj. SM) (عَالٍ)
Dear, expensive	غَالِيٌّ (Adj. SM) (غَالٍ)
Kind	رَحِيمٌ (Adj. SM)
Hard, tough	شَدِيدٌ (Adj. SM)
Harder, tougher	أَشَدُّ (Adj. com)

## LESSON—25

## الدرس — ٢٥

### Adjectives Of Colours & Physical Defects

### الالوان والعيوب البدنية

John works in a private office  
in New Delhi.

يَعْمَلُ جُونُ فِي مَكْتَبٍ خَاصٍّ  
بِنُؤْدِ دِلْهِى.

John goes to his office in his car.

يَذْهَبُ جُونُ إِلَى مَكْتَبِهِ فِي سَيَّارَتِهِ.

The colour of his car is red.

لَوْنُ سَيَّارَتِهِ أَحْمَرُ.

John bought it one year ago or so.

اشْتَرَاهَا جُونُ قَبْلَ عَامٍ أَوْ كَذَا.

This is Sheela.

هَذِهِ شِيلَا.

She is John's wife.

هِيَ زَوْجَةُ جُونِ.

She works in the Home Ministry.

هِيَ تَعْمَلُ فِي وَزَارَةِ الدَّاخِلِيَّةِ.

This is her personal car.

هَذِهِ سَيَّارَتُهَا الْخَاصَّةُ.

It is black.

هِيَ سَوْدَاءُ.

Sheela bought it one year ago or so.

اشْتَرَتْهَا شِيلَا قَبْلَ عَامٍ أَوْ كَذَا.

The red & black cars

أَنَّ السَّيَّارَاتِ الْحُمْرَاءَ وَالسُّودَاءَ

are many in our city.

كَثِيرَةٌ جَدًّا فِي مَدِينَتِنَا.

However, men & women,

أَمَّا الرِّجَالُ وَالنِّسَاءُ

we are brown and black.

فَنَحْنُ سُفْرٌ وَسَوْدٌ.

This is Faheem.

هَذَا فَهَيْمٌ.

He too works in the Home Ministry.

هُوَ أَيْضًا يَعْمَلُ فِي وَزَارَةِ الدَّاخِلِيَّةِ.

The Government has reserved some jobs  
for the blind & the lame.

خَصَّصَتِ الْحُكُومَةُ عَدَدًا مِنَ الْوُظَائِفِ  
لِلْعُمِيِّ وَالْعَرْجِ.

This man is black.

1 هَذَا الرَّجُلُ أَسْوَدٌ.

These two men are black.

2 هَذَانِ الرَّجُلَانِ أَسْوَدَانِ.

These men are black.	3 هَؤُلَاءِ الرِّجَالُ سُودٌ.
This girl is black.	4 هَذِهِ الْبِنْتُ سَوْدَاءُ.
These two girls are black.	5 هَاتَانِ الْبِنَتَانِ سَوْدَاوَانِ.
These girls are black.	6 هَؤُلَاءِ الْبَنَاتُ سُودٌ.
This dog is black.	7 هَذَا الْكَلْبُ أَسْوَدُ.
These two dogs are black.	8 هَذَانِ الْكَلْبَانِ أَسْوَدَانِ.
These dogs are black.	9 هَذِهِ الْكِلَابُ سَوْدَاءُ.
This bitch is black.	10 هَذِهِ الْكَلْبَةُ سَوْدَاءُ.
These two bitches are black.	11 هَاتَانِ الْكَلْبَتَانِ سَوْدَاوَانِ.
These bitches are black.	12 هَذِهِ الْكَلْبَاتُ سَوْدَاءُ.
This car is black.	13 هَذِهِ السَّيَّارَةُ سَوْدَاءُ.
These two cars are black.	14 هَاتَانِ السَّيَّارَتَانِ سَوْدَاوَانِ.
These cars are black.	15 هَذِهِ السَّيَّارَاتُ سَوْدَاءُ.
What colour is the car.	16 مَا لَوْنُ السَّيَّارَةِ؟
The car is black.	17 السَّيَّارَةُ سَوْدَاءُ.
The colour of the car is black.	18 لَوْنُ السَّيَّارَةِ أَسْوَدُ.

## Grammar

The adjectives of colour and physical defect have a set pattern in the Arabic language.

It is drawn on **فَعْلٌ** pattern for a masculine object of singular number and on the **فَعْلَاءُ** pattern for a singular feminine object.

In the case of dual number **ان** is suffixed to the singular number of both the genders, however, in the case of the feminine, the terminal Hamza **ء** is changed into **و**.

In the case of plural noun the **فُعْلٌ** pattern is used. However, its use is confined to the plurals of such nouns only which indicate humanbeings. See sentences numbers 3 & 6.

For plurals of such nouns which indicate non-humanbeings the singular

feminine form is used irrespective of the gender of the noun qualified by the adjective of colour and physical defect. See sentences numbers 9, 12 & 15 above.

Adjective of colour and physical defect comes after the noun it qualifies like any other ordinary adjective in Arabic.

It completely agrees with its noun as explained in lesson No:22. The adjective of colour and physical defect is diptote and admits one dammah in the nominative case and one fathah in the accusative and genitive cases.

### Example:

A black boy came.

قَدِمَ وَلَدٌ أَسْوَدٌ.

I saw a black boy.

رَأَيْتُ وَلَدًا أَسْوَدًا.

I went to a black boy.

دَهَبْتُ إِلَى وَلَدٍ أَسْوَدٍ.

In the case of comparative meaning, the word أَكْثَرُ / أَشَدُّ is used followed by the noun of colour and the infinitive form of the verb of physical defect in the accusative case. Suppose that we want to say: This man is blacker (more black) than that man, we would say in Arabic:

هَذَا الرَّجُلُ أَكْثَرُ / أَشَدُّ سَوَادًا مِنْ ذَلِكَ الرَّجُلِ

Adjectival noun of dual number denoting colour and physical defect is declinable as per rules regarding the dual noun.

### Example:

قَدِمَ رَجُلَانِ أَسْوَدَانِ.

رَأَيْتُ رَجُلَيْنِ أَسْوَدَيْنِ.

دَهَبْتُ إِلَى رَجُلَيْنِ أَسْوَدَيْنِ.

Where the meaning of the superlative degree is required the word أَكْثَرُ / أَشَدُّ is immediately followed by the plural of the concerned noun bedecked with the definite article الـ which in turn is followed by the noun of colour in the accusative case.

Example: He is the blackest man هُوَ أَكْثَرُ الرِّجَالِ سَوَادًا

The word for colour is لَوْنٌ, Its plural is ألْوَانٌ i. e. colours.

When we want to ask about the colour of some person or some other thing, we use the interrogative pronoun مَا meaning what, followed by the word لَوْنٌ and then the concerned noun is placed in the genitive case bedecked with the definite article الـ or else it should be placed in construct position with a pronoun or a proper noun or a defined noun.

### Example:

What colour is the shirt?

مَا لَوْنُ الْقَمِيصِ؟

Or

What is the colour of the shirt?

What colour is your shirt?

مَا لَوْنُ قَمِيصِكَ؟

What colour is the car?

مَا لَوْنُ السَّيَّارَةِ؟

In reply if we want to say that:

The shirt is black, we would say in Arabic:

الْقَمِيصُ أَسْوَدُ

Here, because the shirt i.e. الْقَمِيصُ is a masculine gender noun of singular number, therefore, we use أَسْوَدُ the adjective of colour on the أَفْعَلُ pattern which is used for singular masculine. However, if we want to reply the second question i.e. مَا لَوْنُ السَّيَّارَةِ؟

We would say:

السَّيَّارَةُ سَوْدَاءُ

Here, in this case the car i.e. السَّيَّارَةُ is a feminine gender noun of singular number, therefore, we say سَوْدَاءُ on the فَعْلَاءُ pattern which pattern is used for singular feminine. As has been made amply clear in lesson number 22. that the adjective agrees with its noun in number, gender, definiteness, indefiniteness and cases, except that the plural of the non-personal noun whether masculine or feminine, is treated as singular of the feminine gender. For example, if we want to say that: The cars are black, we would say:

السَّيَّارَاتُ سَوْدَاءُ

or if we want to say: The shirts are black, we would say:

الْقَمِيصَاتُ سَوْدَاءُ

We can also say as follows:

The cars' colour is black, or

لَوْنُ السَّيَّارَاتِ أَسْوَدُ

The shirts' colour is black.

لَوْنُ الْقُمُصَانِ أَسْوَدُ

It may be added here that in this case in fact, اسود qualifies the word لون which may be written before اسود. However, because context dictates that, therefore, it is not written.

The plural of فَعْلٌ and فَعْلَاءُ is drawn on the pattern of فُعْلٌ and this pattern indicating plural is used only for personal nouns i.e. humanbeings.

### Example:

The man is red (SM)

الرَّجُلُ أَحْمَرُ

The woman is red (SF)

الْمَرْأَةُ حَمْرَاءُ

The men are red (PM)

الرِّجَالُ حُمْرٌ

The women are red (PF)

النِّسَاءُ حُمْرٌ

The adjectives of physical defects are used similarly i.e. they also have to be in complete agreement with their nouns they qualify.

### Example:

A lame boy came.

قَدِيمٌ وَلَدٌ أَغْرَجٌ

I saw a lame boy.

رَأَيْتُ وَلَدًا أَغْرَجًا

I went with a lame boy.

ذَهَبْتُ مَعَ وَلَدٍ أَغْرَجٍ

Note: It may be mentioned here that the adjectives of the colour and the physical defect of the singular number are treated as diptote as shown in examples above while the duals and plurals are triptote. However, if the singular adjective of colour or physical defect is bedecked with the definite article 'al' ال then it is treated as triptote. In fact all diptote nouns in Arabic are treated as triptotes if they carry ال or if they are in construct position. For example we would say:

I went with the lame boy

ذَهَبْتُ مَعَ الْوَلَدِ الْأَغْرَجِ

**Some colours****بعض الالوان**

	مفرد مذكر	مفرد مؤنث	جمع
White	أَبْيَضُ	بَيْضَاءُ	بَيْضٌ
Red	أَحْمَرُ	حَمْرَاءُ	حُمْرٌ
Blue	أَزْرَقُ	زُرْقَاءُ	زُرْقٌ
Brown/ Tan	أَسْمَرُ	سَمْرَاءُ	سُمْرٌ
Green	أَخْضَرُ	خَضْرَاءُ	خُضْرٌ
Yellow	أَصْفَرُ	صَفْرَاءُ	صُفْرٌ

**Some physical defects:****بعض العيوب البدنية**

One eyed	أَعْوَرُ	عَوْرَاءُ	عَوْرٌ
Blind	أَعْمَى	عَمِيَاءُ	عُمَى
Lame	أَعْرَجُ	عَرَجَاءُ	عُرْجٌ
Dumb	أَبْكَمُ	بَكْمَاءُ	بُكْمٌ
Deaf	أَصَمُ	صَمَاءُ	صُمٌ

**Exercises:****1. Translate into Arabic:**

- A: 1) Is he blind?  
 2) Are they lame?  
 3) I saw a red car.  
 4) Did you meet the two deaf boys?  
 5) He met the Red Indians.  
 6) These two black girls are from Sudan.  
 7) What colour are your dogs?  
 8) My dogs are black.

9) I want to see a dumb boy.

10) These trees are tall and they have green leaves and yellow flowers.

(B) One day, in the early morning I went out for a walk. I came out of my house and saw a black dog. This black dog is in fact an unpaid watchman of this locality. There is a big group of dogs and bitches. There is a black bitch in this group. It has two black puppies and seven brown puppies. There are many other bitches in this group. Two bitches are black and five are brown. In this group there is a lame dog and a blind bitch. Two other dogs are blind and two more bitches are lame.

These lame and blind dogs and bitches do not move much from their place. The other healthy dogs and bitches take care of them. They help them with food. These are animals. Humanbeings are not this good. They have reasons and reasons to trouble and harm other people. I know an old and blind man. His people have abandoned him. Now he lives with other blind and lame people on the street. This black girl has a very sad story. She was lured away from her house by a handsome and brown boy. He exploited her and abandoned her. Now she lives on the street with all kinds of people. They are black. They are white. They are brown. Let us hope our society will do something to prevent the sufferings of the people. I was walking with so many things on my mind. I did not know the passage of the time. I had completed my round and now I was standing at my door. I had come back home.

2. Separate the adjectives of colours and physical defects from question no. 2 and 3 and use them in your own sentences.

3. Translate into English:

الف: ١. اشتريت سيارة سوداء.

٢. قدمت الى امرأتان عميان.

٣. مالون قميصك؟

٤. قلتمت الحكومة مساعدات مالية للنساء العنمي.



٥. رُزْتُ مِنطَقَةَ خَضِرَاءَ جَدًّا فِي وِلَايَةِ كَبِيرًا بِالْهِنْدِ.

٦. اَلْسُودُ وَالْبَيْضُ سَوَاءٌ.

٧. اَلْجَامُوسَةُ سَوْدَاءُ وَالْبَقَرَةُ بَيْضَاءُ.

٨. رُزْتُ وَلَدَيْنِ اَعْرَجَيْنِ فِي الْمُسْتَشْفَى.

٩. عَالَجَ الدُّكْتُورُ بِنْتًا عَرَجَاءَ بِنَجَاحٍ.

١٠. هَلْ تَعْرِفُ اَنَّهُ اَصَمُّ وَاَبْكَمُّ؟

ب: مَرَّةً رَأَيْتُ مَنظَرًا مُدْهِشًا لِلْعَايَةِ. كُنْتُ أَذْهَبُ فِي سَيَّارَتِي السَّوْدَاءِ إِلَى كُلِّيَّتِي. كَانَ الشَّارِعُ الرَّئِيسُ مُزْدَحِمًا لِلْعَايَةِ بِالسَّيَّارَاتِ. رَأَيْتُ وَلَدًا أَعْمَى مَعَ وَلَدٍ اَعْرَجٍ. بَدَأَ اَنْهُمَا صَدِيقَانِ وَ يَسْكُنَانِ وَيَعْمَلَانِ سَوِيًّا. جَلَسَ الْوَلَدُ الْاَعْرَجُ عَلَى مَنْكَبِي الْوَلَدِ الْاَعْمَى. وَارْشَدَ الْوَلَدُ الْاَعْرَجُ الْوَلَدَ الْاَعْمَى حَتَّى عَبَرَ الطَّرِيقَ بِسَلَامَةٍ. تَعَجَّبْتُ كَثِيرًا مِنْ هَذِهِ الصَّدَاقَةِ الْعَمَلِيَّةِ بَيْنَ الْاَعْمَى وَ الْاَعْرَجِ. بَدَأْتُ أَفَكِّرُ فِي مَوْضُوعِ التَّعَاوُنِ بَيْنَ الْجَمِيعِ عَلَى نِطَاقٍ اَوْسَعِ لِتَحْقِيقِ الرِّخَاءِ وَ الرِّفَاحِيَّةِ فِي هَذِهِ الدُّنْيَا.

## Glossary

## الكلمات العسيرة

Colour	لَوْنُ (SM) اَلْوَانُ (P)
Defect	عَيْبٌ (SM) عُيُوبٌ (P)
Red	أَحْمَرُ (SM) حَمْرَاءُ (SF) حُمْرٌ (P)
To buy	اِشْتَرَى / يَشْتَرِي / اِشْتَرَاءٌ
Year	عَامٌ (SM) اَغْوَامٌ (P)
Husband, spouse,	زَوْج (SM) اَزْوَاجٌ (P)
Wife	زَوْجَةٌ (SF) زَوْجَاتٌ (P)
To work	عَمِلَ / يَعْمَلُ / عَمَلًا
Ministry	وِزَارَةٌ (SF) وَزَارَاتٌ (P)
Home ministry	وِزَارَةُ الدَّاخِلِيَّةِ
Black	اَسْوَدُ (SM) سَوْدَاءُ (SF) سُودٌ (P)
Tan, wheatish, brown	اَسْمَرُ (SM) سَمْرَاءُ (SF) سُمْرٌ (P)

To allocate , to set apart	خَصَّصَ / يُخَصِّصُ / تَخْصِيصًا
Number	عَدَدٌ (SM) أَغْدَادٌ (P)
Blind	أَعْمَى (SM) عَمِيَاءُ (SF) غُمَى (P)
Shirt	قَمِيصٌ (SM) قُمَصَانٌ (P)
To offer, to present	قَدَّمَ / يَقْدِمُ / تَقْدِيمًا
Help, relief	مُسَاعَدَةٌ (SF) مُسَاعَدَاتٌ (P)
Financial, monetary	مَالِيٌّ (SM) (Adj.)
To visit	زَارَ / يَزُورُ / زِيَارَةٌ
Green	أَخْضَرُ (SM) خَضِرَاءُ (SF) خُضْرٌ (P)
White	أَبْيَضُ (SM) بَيْضَاءُ (SF) بَيْضٌ (P)
Buffalo	جَامُوسٌ (SM) جَامُوسَةٌ (SF) جَوَامِيسُ (P)
Cow	بَقَرٌ (SM) بَقَرَةٌ (SF)
Lame	أَعْرَجُ (SM) عَرْجَاءُ (SF) عَرْجٌ (P)
Hospital	مُسْتَشْفَى (SM) مُسْتَشْفَيَاتٌ (P)
To treat; to handle	عَالَجَ / يُعَالِجُ / مُعَالَجَةٌ
Success	نَجَاحٌ (SM) نَجَاحَاتٌ (P)
Deaf	أَصَمُّ (SM) صَمَاءُ (SF) صُمٌّ (P)
Dumb	أَبْكَمٌ (SM) بَكْمَاءُ (SF) بُكْمٌ (P)
Strange, awe striking	مُذْهِشٌ (SM) (Adj.)
To live	سَكَنَ / يَسْكُنُ / سُكُونًا
Together	سَوِيًّا
Shoulder	مَنْكِبٌ (SF) مَنَاكِبُ (P) *
To guide	أَرْشَدَ / يُرْشِدُ / إِرْشَادًا

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\* Generally body parts in pairs are treated as feminine gender nouns.

To cross	عَبَرَ / يَغْبُرُ / غُبُورًا
Safety	سَلَامَةٌ (SF) سَلَامَاتٍ (P)
To wonder	تَعَجَّبَ / يَتَعَجَّبُ / تَعَجُّبًا
Practical	عَمَلِيٌّ (Adj. SM)
To begin	بَدَأَ / يَبْدَأُ / بَدْءٌ
To think	فَكَّرَ / يَفْكُرُ / تَفَكُّيرًا
Topic, subject	مَوْضُوعٌ (SM) مَوْضُوعَاتٍ (P)
Cooperation	تَعَاوُنٌ (SM)
Wide, broad	وَسِيعٌ (Adj. SM)
Wider, broader	أَوْسَعُ (Adj. com)
Scale, level	نِطَاقٌ (SM) نِطَاقَاتٍ (P)
Prosperity	رَخَاءٌ (SM)
Prosperity	رَفَاهِيَّةٌ (SF)
To achieve, to realise	حَقَّقَ / يُحَقِّقُ / تَحْقِيقًا

## LESSON — 26

## الدرس — ٢٦

### The Number & The Noun Qualified

#### By The Number

#### العدد والمعدود

#### Cardinal Number

#### العدد الاصلى

This is a private school for teaching  
the foreign languages.

هذه مدرسة خاصة لتعليم  
اللغات الأجنبية.

For this school i.e. this school has  
a grand building.

لهذه المدرسة  
مبنى فخم.

In it i.e. it has three floors.

فيه ثلاثة أدوار.

This school organises  
private lessons in all the  
major languages of the world including  
German, French,  
Chinese, Japanese,  
Arabic, English  
and Russian.

تنظم هذه المدرسة  
الدروس الخصوصية في جميع  
لغات العالم الرئيسية، منها  
اللغة الألمانية واللغة الفرنسية  
واللغة الصينية واللغة اليابانية  
واللغة العربية واللغة الانجليزية  
واللغة الروسية.

These are seven languages.

هي سبع لغات.

I study the Arabic language.

أدرس اللغة العربية.

There are fifteen girl students  
and fifteen boy students in my class.

هناك خمس عشرة طالبة وخمسة  
عشر طالباً في فصولي.

They are thirty boy & girl students  
in my class.

هم ثلاثون طالباً وطالبة  
في فصولي.

There work in this school  
twenty five male teachers  
and twenty five female teachers.  
The number of boy & girl students  
in this school  
is estimated at one hundred  
(boy) students and one hundred thirty  
(girl) students.

هَنَّاكَ يَعمَلُ فِي هَذِهِ المَدْرَسَةِ  
خَمْسَةَ وَ عِشْرُونَ مُدْرَسًا  
وَ خَمْسَ وَ عِشْرُونَ مُدْرَسَةً.  
يَبْلُغُ عَدَدُ الدَّارِسِينَ وَ الدَّارِسَاتِ  
فِي هَذِهِ المَدْرَسَةِ  
(يَبْلُغُ) مِئَةً  
طَالِبٍ وَمِئَةً وَ ثَلَاثِينَ  
طَالِبَةً.

### Numerals:

		For feminine Nouns	For Masculine Nouns	Arabic Numerals
1	One	وَاحِدَةٌ	وَاحِدٌ	١
2	Two	اِثْنَانِ	اِثْنَانِ	٢
3	Three	ثَلَاثٌ	ثَلَاثَةٌ	٣
4	Four	أَرْبَعٌ	أَرْبَعَةٌ	٤
5	Five	خَمْسٌ	خَمْسَةٌ	٥
6	Six	سِتٌّ	سِتَّةٌ	٦
7	Seven	سَبْعٌ	سَبْعَةٌ	٧
8	Eight	ثَمَانٍ (ثَمَانِي)	ثَمَانِيَةٌ	٨
9	Nine	تِسْعٌ	تِسْعَةٌ	٩
10	Ten	عَشْرٌ	عَشْرَةٌ	١٠
11	Eleven	إِحْدَى عَشْرَةَ	أَحَدَ عَشَرَ	١١
12	Twelve	اِثْنَا عَشْرَةَ	اِثْنَا عَشَرَ	١٢
13	Thirteen	ثَلَاثَ عَشْرَةَ	ثَلَاثَةَ عَشَرَ	١٣
14	Fourteen	أَرْبَعَ عَشْرَةَ	أَرْبَعَةَ عَشَرَ	١٤
15	Fifteen	خَمْسَ عَشْرَةَ	خَمْسَةَ عَشَرَ	١٥

16	Sixteen	سِتُّ عَشْرَةَ	سِتَّةَ عَشَرَ	١٦
17	Seventeen	سَبْعَ عَشْرَةَ	سَبْعَةَ عَشَرَ	١٧
18	Eighteen	ثَمَانِي عَشْرَةَ	ثَمَانِيَةَ عَشَرَ	١٨
19	Nineteen	تِسْعَ عَشْرَةَ	تِسْعَةَ عَشَرَ	١٩
20	Twenty	عِشْرُونَ	عِشْرُونَ	٢٠
30	Thirty	ثَلَاثُونَ	ثَلَاثُونَ	٣٠
40	Forty	أَرْبَعُونَ	أَرْبَعُونَ	٤٠
50	Fifty	خَمْسُونَ	خَمْسُونَ	٥٠
60	Sixty	سِتُّونَ	سِتُّونَ	٦٠
70	Seventy	سَبْعُونَ	سَبْعُونَ	٧٠
80	Eighty	ثَمَانُونَ	ثَمَانُونَ	٨٠
90	Ninety	تِسْعُونَ	تِسْعُونَ	٩٠
100	Hundred	مِائَةٌ	مِائَةٌ	١٠٠

### Group One

Three boys came to my house.

قَدِمَ ثَلَاثَةُ أَوْلَادٍ إِلَى بَيْتِي.

Three girls came to my house.

قَدِمَتْ ثَلَاثُ بَنَاتٍ إِلَى بَيْتِي.

I saw three boys in the playground.

رَأَيْتُ ثَلَاثَةَ أَوْلَادٍ فِي الْمَلْعَبِ.

I saw three girls in the playground.

رَأَيْتُ ثَلَاثَ بَنَاتٍ فِي الْمَلْعَبِ.

I sat with three boys in the restaurant.

جَلَسْتُ مَعَ ثَلَاثَةِ أَوْلَادٍ فِي الْمَطْعَمِ.

I sat with three girls in the restaurant.

جَلَسْتُ مَعَ ثَلَاثِ بَنَاتٍ فِي الْمَطْعَمِ.

### Group Two

Thirteen boys came to my house.

قَدِمَ ثَلَاثَةَ عَشَرَ وَلَدًا إِلَى بَيْتِي.

Thirteen girls came to my house.

قَدِمَتْ ثَلَاثُ عَشْرَةَ بِنْتًا إِلَى بَيْتِي.

I saw thirteen boys in the playground.

رَأَيْتُ ثَلَاثَةَ عَشَرَ وَلَدًا فِي الْمَلْعَبِ.

I saw thirteen girls in the playground.

رَأَيْتُ ثَلَاثَ عَشْرَةَ بِنْتًا فِي الْمَلْعَبِ.

I sat with thirteen boys  
in the restaurant.

جَلَسْتُ مَعَ ثَلَاثَةِ عَشَرَ وَلَدًا  
فِي الْمَطْعَمِ.

I sat with thirteen girls  
in the restaurant.

جَلَسْتُ مَعَ ثَلَاثِ عَشْرَةِ بِنَاتٍ  
فِي الْمَطْعَمِ.

### Group Three

One hundred boys came to my house.

قَدِمَ مِئَةُ وَلَدٍ إِلَى بَيْتِي.

One hundred girls came to my house.

قَدِمَتْ مِئَةُ بَنَاتٍ إِلَى بَيْتِي.

I saw one hundred boys  
in the playground.

رَأَيْتُ مِئَةَ وَلَدٍ  
فِي الْمَلْعَبِ.

I saw one hundred girls  
in the playground.

رَأَيْتُ مِئَةَ بَنَاتٍ  
فِي الْمَلْعَبِ.

I sat with one hundred boys  
in the canteen.

جَلَسْتُ مَعَ مِئَةِ وَلَدٍ  
فِي الْمَطْعَمِ.

I sat with one hundred girls in the restaurant

جَلَسْتُ مَعَ مِئَةِ بَنَاتٍ فِي الْمَطْعَمِ.

### **Grammar:**

The usage of Arabic numerals is slightly typical. It is therefore essential to read this lesson very carefully and note the important points.

We have known that all nouns which have Taa Marboota ة as their terminal letter, are feminine in gender. These Arabic numerals too are (adjectival) nouns and the same rule applies to them also. For example ثَلَاث (three) is a masculine gender noun because it does not end with Taa Marboota ة and if we suffix to it the Taa Marbuta ة and say ثَلَاثَةٌ it would be treated as a feminine gender noun because of the presence of the Taa marboota.

To learn the usage of these numerals quickly and correctly, following points have to be borne in mind:

The numbers given above are cardinal numbers i.e. العدد الاصلی.

The cardinal number in Arabic always precedes the noun it qualifies.

The numbers one and two i.e. وَاحِدٌ & اِثْنَانِ in the case of masculine nouns

and **وَاحِدَةٌ** & **اِثْنَانِ** in the case of feminine nouns are normally not used to indicate the singularity and duality of the noun as the same is denoted by the nouns themselves. For example **كِتَابٌ** or **كِتَابًا** or **كِتَابِ** in their respective cases shall mean only one book and likewise the dual form of the nouns shall enable us to dispense with the number indicating two. For example **كِتَابَانِ** & **كِتَابَيْنِ** shall mean only two books in their respective cases. And where these numbers are used, they shall be used only after the nouns they qualify as their adjectives and render their meaning into emphatic. For example **كِتَابٌ وَاحِدٌ** and **كِتَابَانِ اِثْنَانِ** shall mean “only one book” or “only two books” respectively.

For the convenience of the readers usage of Arabic numerals has been explained under three groups as follows:

### Group One

The factual usage of the Arabic numerals begins from three onwards.

From three to ten if the noun qualified by the number is masculine, in that case:

- 1) The number shall be feminine i.e. the number with Taa marbooṭa ة will be used.
- 2) The noun qualified shall be plural.
- 3) The noun qualified shall not admit the definite article.
- 4) The noun qualified shall be in the genitive case i.e. its terminal letter shall bear *kasrah*.

#### **For Example:**

Three boys came to my house.

جَاءَ ثَلَاثَةُ أَوْلَادٍ إِلَى بَيْتِي.

I saw three boys in the playground

رَأَيْتُ ثَلَاثَةَ أَوْلَادٍ فِي الْمَلْعَبِ.

I sat with three boys in the restaurant.

جَلَسْتُ مَعَ ثَلَاثَةِ أَوْلَادٍ فِي الْمَطْعَمِ.

Where the noun qualified by the number is feminine, in that case:

the number shall be masculine in gender i.e. the number shall be without Taa marbooṭa ة, and other instructions shall remain the same as in the case of the masculine nouns as explained above.



**For Example:**

Three girls came to my house.

قَدِمْتُ ثَلَاثَ بَنَاتٍ إِلَى بَيْتِي.

I saw three girls in the playground.

رَأَيْتُ ثَلَاثَ بَنَاتٍ فِي الْمَلْعَبِ.

I sat with three girls in the restaurant.

جَلَسْتُ مَعَ ثَلَاثِ بَنَاتٍ فِي الْمَطْعَمِ.

**Group Two**

From eleven to ninety-nine the noun qualified by the number shall be singular in the accusative case and the number shall be as per details below:

The "tens" from twenty onwards are common for both the genders i.e. twenty & thirty etc. will be used for the nouns of both the genders and also they will decline according to the case. In the nominative case these will end with **وَنَ**. For example if we want to say that: twenty boys/girls came to my house, we would say in Arabic:

قَدِمَ عِشْرُونَ طَالِباً إِلَى بَيْتِي.

قَدِمْتُ عِشْرُونَ طَالِبَةً إِلَى بَيْتِي.

In the accusative and genitive cases the number shall take **ين** termination.

**Example:**

I saw twenty boys.

رَأَيْتُ عِشْرِينَ وَلِداً.

I saw twenty girls.

رَأَيْتُ عِشْرِينَ بِنْتاً.

I sat with twenty boys.

جَلَسْتُ مَعَ عِشْرِينَ وَلِداً.

I sat with twenty girls.

جَلَسْتُ مَعَ عِشْرِينَ بِنْتاً.

In the case of eleven & twelve both the components of the compound number shall have to agree with their noun in gender. For example:

(A)

i) Eleven boys came to my house.

قَدِمَ أَحَدُ عَشَرَ وَلِداً إِلَى بَيْتِي.

ii) Twelve boys came to my house.

قَدِمَ اثْنَا عَشَرَ وَلِداً إِلَى بَيْتِي.

(B)

i) Eleven girls came to my house.

قَدِمْتُ إِحْدَى عَشْرَةَ بِنْتاً إِلَى بَيْتِي.

ii) Twelve girls came to my house. قَدِمَتْ اثْنَتَا عَشْرَةَ بِنْتًا إِلَى بَيْتِي.

In the case of twelve, the first component i.e. the unit only of this compound number in both the genders shall decline in the accusative and genitive cases. For example:

I saw twelve boys.	رَأَيْتُ اثْنَيْ عَشَرَ وَلَدًا.
I saw twelve girls.	رَأَيْتُ اثْنَتَيْ عَشْرَةَ بِنْتًا.
I sat with twelve boys.	جَلَسْتُ مَعَ اثْنَيْ عَشَرَ وَلَدًا.
I sat with twelve girls.	جَلَسْتُ مَعَ اثْنَتَيْ عَشْرَةَ بِنْتًا.

Eleven & thirteen onwards unto nineteen both the components of the compound number are indeclinable i.e. both the components shall carry fathah irrespective of the case of the noun they qualify in terms of nominative, accusative and genitive cases. For example, we would say:

Thirteen boys came.	قَدِمَ ثَلَاثَةَ عَشَرَ وَلَدًا.
I saw thirteen boys.	رَأَيْتُ ثَلَاثَةَ عَشَرَ وَلَدًا.
I sat with thirteen boys.	جَلَسْتُ مَعَ ثَلَاثَةَ عَشَرَ وَلَدًا.

In the case of twentyone & twentytwo & other similar numbers the "ten" component of the compound number shall be commonly used for nouns of both the genders and the "unit" component shall agree in gender with the noun they qualify and both the components of the number shall be declinable according to the case.

### Example:

21 boys came.	قَدِمَ وَاحِدٌ وَعِشْرُونَ وَلَدًا.
I saw 21 boys.	رَأَيْتُ وَاحِدًا وَعِشْرِينَ وَلَدًا.
I sat with 21 boys.	جَلَسْتُ مَعَ وَاحِدٍ وَعِشْرِينَ وَلَدًا.

In the case of twenty three and other numbers till ninety-nine (barring 31, 32 and similar numbers) the first component of the compound number shall be feminine in the case of a masculine noun and in the case of a feminine noun the same shall be in the masculine gender. Both the components shall decline according to the case.

**Example:**

23 boys came.	قَدِمَ ثَلَاثَةٌ وَعِشْرُونَ وَلَدًا.
I saw 23 boys.	رَأَيْتُ ثَلَاثَةً وَعِشْرِينَ وَلَدًا.
I sat with 23 boys.	جَلَسْتُ مَعَ ثَلَاثَةٍ وَعِشْرِينَ وَلَدًا.
23 girls came.	قَدِمَتْ ثَلَاثٌ وَعِشْرُونَ بِنْتًا.
I saw 23 girls.	رَأَيْتُ ثَلَاثًا وَعِشْرِينَ بِنْتًا.
I sat with 23 girls.	جَلَسْتُ مَعَ ثَلَاثٍ وَعِشْرِينَ بِنْتًا.

**Group Three**

In the case of hundred the noun qualified shall always be singular and in the genitive case. The number shall be declinable according to the case.

**Example:**

One hundred boys came.	قَدِمَ مِائَةٌ وَلَدٍ.
I saw one hundred boys.	رَأَيْتُ مِائَةَ وَلَدٍ.
I sat with one hundred boys.	جَلَسْتُ مَعَ مِائَةِ وَلَدٍ.
One hundred girls came.	قَدِمَتْ مِائَةٌ بِنْتٍ.
I saw one hundred girls.	رَأَيْتُ مِائَةَ بِنْتٍ.
I sat with one hundred girls.	جَلَسْتُ مَعَ مِائَةِ بِنْتٍ.

Figures of numbers in Arabic are written and read from left to right in declining order. For example: 120 i.e. one hundred twenty, would be rendered in Arabic similarly, i.e. one hundred will precede twenty and we would say مِائَةٌ وَعِشْرُونَ.

The biggest number (in figures) is written at the extreme left followed by smaller numbers in order as in English except that from eleven unto ninety-nine the unit shall precede the ten. For example in English we say twenty three but in Arabic we would say three and twenty (ثَلَاثَةٌ وَعِشْرُونَ).

All components of the compound numbers in Arabic are linked with the conjunctive particle وَ except that in the case of eleven unto nineteen no conjunctive is used.

All numbers in Arabic are declinable according to their case except that in the case of eleven and thirteen unto nineteen the number shall never decline.

From three to ten the noun shall be plural and in the genitive case.

From eleven to ninety-nine the noun shall be singular & in the accusative case.

From hundred onwards the noun shall be singular and in the genitive case.

In a bigger number the position i.e. اعراب of the nouns shall be determined in accordance with the smallest unit of the number. Suppose we want to say: one thousand one hundred boys. We would say this in Arabic as follows:

أَلْفٌ وَمِائَةٌ وَلَدٌ

It is because the smallest unit in this big number is hundred which takes singular noun in the genitive case as explained under group 3 above. However, if we want to say:

One thousand one hundred fifty boys, then we would say this in Arabic as follows:

أَلْفٌ وَمِائَةٌ وَخَمْسُونَ وَلَدًا

In this case the smallest unit is fifty which takes a singular noun in the accusative case as explained under group 2 above. If we want to say:

One thousand one hundred three boys, we would say in Arabic:

أَلْفٌ وَمِائَةٌ وَثَلَاثَةُ أَوْلَادٍ

The smallest unit here is three in which case the noun shall be plural and in the genitive case as explained under group 1 above.

## Exercises:

### 1) Translate into Arabic:

(A)

- 1) I have a new book.
- 2) I have read these two magazines.

- 3) There were five boy-students in the class.
- 4) I bought eight note-books.
- 5) I have studied in four colleges.
- 6) There are fifteen boys and fifteen girls in my class.
- 7) Who has taken eighteen spoons from my cupboard.
- 8) There are one thousand fifty students in my school.
- 9) I bought this pen for twentyfive rupees.
- 10) Two thousand is a big number.

B) Yesterday I went to the market. I bought one pen and two books. I also bought two notebooks. I paid Rs. 50/- for pen and Rs. 150 for the two books. The notebooks were of course cheap. I paid only Rs. 6/- for them both. On my way back home, I saw an accident. Two buses had collideded. Three girls died on the spot while fifteen men and eleven women received serious injuries. About three hundred persons had assembled there. In the meantime the police came and dispersed the crowd.

Translate into English:

فِي الْأُسْبُوعِ سَبْعَةُ أَيَّامٍ وَهِيَ:

يَوْمُ السَّبْتِ.	يَوْمُ الْاِثْنَيْنِ.	يَوْمُ الْاِثْنَيْنِ.
يَوْمُ الْاَرْبَعَاءِ.	يَوْمُ الْخَمِيسِ.	يَوْمُ الْاَرْبَعَاءِ.

فِي السَّنَةِ اثْنَا عَشَرَ شَهْرًا وَهِيَ:

١. يَنَآيِرُ -	٧. يُولْيُو -
٢. فَبْرَآيِرُ -	٨. أَغْصُطُسُ -
٣. مَارِسُ -	٩. سَبْتِمْبَرُ -
٤. اِبْرَيْلُ -	١٠. اَكْتُوبَرُ -
٥. مَآيُو -	١١. نَوَفَمْبَرُ -
٦. يُونْيُو -	١٢. دِيسَمْبَرُ -

عندما كنت جالساً في عُرْفَتِي قَدِمَ إِلَيَّ طَالِبَانِ وَقَدَمَا لِي طَلَبًا لِلْمَعُونَةِ الْمَالِيَّةِ مِنَ الْجَامِعَةِ. قُلْتُ لَهُمْ: هُنَاكَ لَجْنَةٌ تَتَكَوَّنُ مِنْ ثَمَانِيَةِ أَعْضَاءَ لِإِغْتِبَارِ مِثْلِ هَذِهِ الطَّلَبَاتِ وَعِنْدَنَا حَوَالِي خَمْسِينَ طَلَبًا. سَتَجْتَمِعُ هَذِهِ اللُّجْنَةُ قَرِيبًا لِاتِّخَاذِ الْقَرَارِ. مِنَ الضَّرُورِيِّ أَنْ تَعْرِفُوا أَنَّ الْمَبْلَغَ الْمُتَوَافَرَ لَدَيْنَا لِهَذَا الْغَرَضِ هُوَ فَقَطْ أَرْبَعَةُ آلَافِ رُوبِيَّةٍ. وَإِذَا قَسَمْنَا هَذَا الْمَبْلَغَ بَيْنَ جَمِيعِ الْمُتَقَدِّمِينَ فَسَيَحْصُلُ كُلُّ مُتَقَدِّمٍ عَلَى ثَمَانِينَ رُوبِيَّةً فَقَطْ.

### Glossary:

### الكلمات العسيرة

I have	لِي / عِنْدِي
Magazine	مَجَلَّة (SF) / مَجَلَّات (P)
To buy	إِشْتَرَى / يَشْتَرِي / إِشْتَرَاءُ
To study	دَرَسَ / يَدْرُسُ / دَرَسًا
Who	مَنْ / الَّذِي / الَّتِي
To take	أَخَذَ / يَأْخُذُ / أَخْذًا
Spoon	مِلْعَقَةٌ (SF) / مَلَاعِقُ (P)
Cupboard, vault	خَزِينَةٌ (SF) / خَزَائِنُ (P)
Cupboard	دُؤْلَابُ (SM) / دُؤَالِبُ (P)
Number	عَدَدُ (SM) / أَعْدَادُ (P)
Day	يَوْمُ (SM) / أَيَّامُ (P)
Saturday	(يَوْمُ) السَّبْتِ
Sunday	(يَوْمُ) الْأَحَدِ
Monday	(يَوْمُ) الْإِثْنَيْنِ
Tuesday	(يَوْمُ) الثَّلَاثَاءِ
Wedneseday	(يَوْمُ) الْأَرْبَعَاءِ
Thursday	(يَوْمُ) الْخَمِيسِ
Friday	(يَوْمُ) الْجُمُعَةِ

Help	مَعُونَةٌ (SF) مَعُونَاتُ (P)
To consist (of)	تَكُونُ / يَتَكُونُ / تَكُونَا
To be available	تَوَافَرُ / يَتَوَافَرُ / تَوَافَرَا
To divide	قَسَمَ / يُقَسِّمُ / تَقْسِمَا
Applicant	مُتَقَدِّمٌ (SM) مُتَقَدِّمُونَ (P)
Committee	لَجْنَةٌ (SF) لَجَائِنُ (P)
To consider	إِغْتَبَرَ / يَغْتَبِرُ / إِغْتَبَرَا

## LESSON—27

## الدرس — ٢٧

### The Number & The Noun Qualified

### By The Number

### العدد والمعدود

#### Ordinal Numbers

#### العدد الوصفى

	Masculine	Feminine
First	الأول	الأولى
Second	الثانى	الثانية
Third	الثالث	الثالثة
Fourth	الرابع	الرابعة
Fifth	الخامس	الخامسة
Sixth	السادس	السادسة
Seventh	السابع	السابعة
Eighth	الثامن	الثامنة
Ninth	التاسع	التاسعة
Tenth	العاشر	العاشرة
Eleventh	الحادى عشر	الحادية عشرة
Twelfth	الثانى عشر	الثانية عشرة
Thirteenth	الثالث عشر	الثالثة عشرة
Fourteenth	الرابع عشر	الرابعة عشرة
Fifteenth	الخامس عشر	الخامسة عشرة
Sixteenth	السادس عشر	السادسة عشرة
Seventeenth	السابع عشر	السابعة عشرة



Eighteenth	الثَّامِنَ عَشَرَ	الثَّامِنَةَ عَشْرَةَ
Nineteenth	التَّاسِعَ عَشَرَ	التَّاسِعَةَ عَشْرَةَ
Twentieth	العِشْرُونَ	العِشْرُونَ
Twenty-first	الْحَادِي وَالْعِشْرُونَ	الْحَادِيَةَ وَالْعِشْرُونَ
Twenty-second	الثَّانِي وَالْعِشْرُونَ	الثَّانِيَةَ وَالْعِشْرُونَ
Twenty-third	الثَّالِثَ وَالْعِشْرُونَ	الثَّالِثَةَ وَالْعِشْرُونَ
Thirtieth		الثَّلَاثُونَ
Fourtieth		الْأَرْبَعُونَ
Fiftieth		الْخَمْسُونَ
Sixtieth		السُّتُونَ
Seventieth		السَّبْعُونَ
Eightieth		الْثَمَانُونَ
Ninetieth		التِّسْعُونَ
Hundredth		الْمِئَةَ

Ordinal numbers are those which indicate the position of a person, place or thing. This meaning of the number is expressed by "First, second and third" etc. in the English language. Similarly, we have ordinal numbers in Arabic. In Arabic all the ordinal numbers are derived from the cardinal numbers except the "first". The word to indicate this is **الْأَوَّل**.

While discussing cardinal numbers, it was emphasized that from three to ten the gender of the number shall be opposite to the gender of the noun. And in the case of 13 & 14, 23 & 24 and similar compound numbers the first component of the number shall be opposite to the gender of the noun.

However, in the case of ordinal numbers this does not obtain. Here gender of the number shall have to be in agreement with the gender of the noun as per details given below : From one to ten the masculine noun will take masculine number i.e. without Taa marboota ة and it shall be used like an adjective after the noun it qualifies.

This is the third part of the book.  
 I bought the third part of the book.  
 I read this idiom  
 in the third part of the book.

هَذَا الْجُزْءُ الثَّالِثُ لِلْكِتَابِ.  
 اشْتَرَيْتُ الْجُزْءَ الثَّالِثَ لِلْكِتَابِ.  
 قَرَأْتُ هَذَا التَّعْبِيرَ  
 فِي الْجُزْءِ الثَّالِثِ لِلْكِتَابِ.

Where the ordinal number is used in a meaning similar to that of the superlative, it is used before the plural of the noun defined either by the definite article or that plural noun should be in construct phrase.

### Example:

The third son of his father came.  
 I saw the third son of his father.  
 I sat with the third son of his father.  
 The third daughter of her father came.

قَدِمَ ثَالِثُ أَوْلَادِ أَبِيهِ.  
 رَأَيْتُ ثَالِثَ أَوْلَادِ أَبِيهِ.  
 جَلَسْتُ مَعَ ثَالِثِ أَوْلَادِ أَبِيهِ.  
 قَدِمَتْ ثَالِثَةُ بَنَاتِ أَبِيهَا.

From eleventh to nineteenth, although both the components of the compound number shall agree in gender with the noun they qualify, however, both these components shall be in the accusative case irrespective of the position they hold in the sentence.

### Example:

The thirteenth boy came.  
 I saw the thirteenth boy.  
 I went with the thirteenth boy.  
 The thirteenth girl came.  
 I saw the thirteenth girl.  
 I went with the thirteenth girl.

قَدِمَ الْوَلَدُ الثَّالِثَ عَشَرَ.  
 رَأَيْتُ الْوَلَدَ الثَّالِثَ عَشَرَ.  
 ذَهَبْتُ مَعَ الْوَلَدِ الثَّالِثِ عَشَرَ.  
 قَدِمَتِ الْبِنْتُ الثَّالِثَةُ عَشَرَ.  
 رَأَيْتُ الْبِنْتَ الثَّالِثَةَ عَشَرَ.  
 ذَهَبْتُ إِلَى الْبِنْتِ الثَّالِثَةِ عَشَرَ.

From twentieth onwards-whatever the number the number agrees with the noun in gender and they are thoroughly declinable according to the case:

**Example:**

The twentyfifth boy came

قَدِمَ الْوَلَدُ الْخَامِسُ وَالْعِشْرُونَ.

I saw the twentyfifth girl

رَأَيْتُ الْبِنْتَ الْخَامِسَةَ وَالْعِشْرِينَ.

I sat with the ninety ninth girl

جَلَسْتُ مَعَ الْبِنْتِ الْتَّاسِعَةِ وَالتَّسْعِينَ

The hundredth boy came.

قَدِمَ الْوَلَدُ الْمِئَةُ

The one thousand and hundredth girl came.

قَدِمَتْ الْبِنْتُ الْمِئَةُ وَالْأَلْفُ.

It is important to note that all the components of the ordinal number take the definite article.

It may be mentioned here that both the cardinal numbers and the ordinal numbers generally have sound plurals on the pattern of sound plural feminine.

**Example:**

Three

ثَلَاثَةٌ/ثَلَاث : ثَلَاثَات

Fours

أَرْبَعَةٌ/أَرْبَع : أَرْبَعَات

Fives

خَمْسَةٌ/خَمْس : خَمْسَات

Twenties

عِشْرُونَ : عِشْرُونَات

Fifties

خَمْسُونَ : خَمْسُونَات

These plurals decline as per rules explained in respect of sound plural.

**Fractions are expressed as follows:**

half	$\frac{1}{2}$	نِصْف
one third	$\frac{1}{3}$	ثُلُث
one fourth	$\frac{1}{4}$	رُبْع
one fifth	$\frac{1}{5}$	خُمْس
one sixth	$\frac{1}{6}$	سُدُس
one seventh	$\frac{1}{7}$	سَبْع
one eighth	$\frac{1}{8}$	ثَمَن

one ninth	1/9	تَنَع
one tenth	1/10	عَشْرَ

Suppose we want to say 1/6, 2/6 & 3/6 we would say in Arabic:

1/6	سُدُسَ
2/6	سُدَسَانِ
3/6	ثَلَاثَةُ أَسْدَاسٍ

These fractions are common for nouns of both the genders and they are declinable.

Suppose we want to say 55 upon 250, we would say in Arabic:

خَمْسَةَ وَخَمْسُونَ عَلَى مِئَتَيْنِ وَخَمْسِينَ

If we have decimated figure, then we would say:

25.8 خَمْسَةَ وَعِشْرُونَ وَثَمَانِيَةَ أَجْزَاءٍ مِنْ عَشْرَةٍ

These figures are generally separated with ر in Arabic, as follows: 25 ر 8  
Every increasing figure after decimal shall be subtracted from the next figure. Example:

25.88 خَمْسَةَ وَعِشْرُونَ وَثَمَانِيَةَ وَثَمَانُونَ جُزْءًا مِنْ مِئَةٍ

## Exercises:

### (1) Translate into Arabic:

- (A) 1) He left India for Japan on 31st of May last.
- 2) She is my first daughter
- 3) The first item on the agenda is confirmation of the minutes of the last meeting.
- 4) He is the twentysixth president of our co-operative society.
- 5) Divide this amount into three equal parts and give one-third to the servant and the remaining two-thirds to the shopkeeper.

- 6) He has completed his hundredth year on eleventh January last but he still looks quite healthy.
- 7) I shall receive my hundred- twenty first salary next month.
- 8) Sir, I want to marry your second daughter.
- 9) He spends one-fourth of his salary on smoking; another one-fourth on drinking; the third one-fourth on gambling and the remaining one-fourth on eating. This is the reason that he is so weak and looks pale.
- 10) I have taken this idea for my story from the fourteenth story of the book you had given me.

### (B)

Now we have entered the twentyfirst Century. Though we have made a lot of progress in all the fields of human life & information, but peace is still far away. With the advent of nuclear weaponry the threat of the third war is hanging over our heads. This thought is hair raising because if it happens, God forbid, then the destruction will be much more than what it was during the first & the second world wars. It is feared that the entire world would be ruined.

### (2) Translate into English:

فِي الشَّهْرِ الْقَادِمِ فِي الْيَوْمِ الثَّالِثِ عَشَرَ سَوْفَ نَحْتَفِلُ بِعِيدِ زَوَاجِنَا الْخَامِسِ وَالْعِشْرِينَ. إِنَّا اخَذْنَا هَذِهِ الْفِكْرَةَ مِنْ جَارِنَا سَمِيرِ الَّذِي اخْتَفَلَ بِعِيدِ زَوَاجِهِ الرَّابِعِ وَالثَّلَاثِينَ فِي الْعِشْرِينَ مِنَ الشَّهْرِ الْمَاضِي. سَمِيرُ يَسْكُنُ فِي الْبَيْتِ الْمَلَصِقِ لِبَيْتِنَا مِنْذُ مَا يَقِلُّ عَنْ ثَلَاثَةِ أَغْوَامٍ. هُوَ كَبِيرُ السِّنِّ وَ لَكِنَّهُ إِنْسَانٌ نَشِيطٌ وَيُوَدُّ الْإِحْتِفَالَاتِ. وَنَصَحَنِي أَنْ لَا أَدْعِ فُرْصَةَ تَفْلُتُ وَأَنْ أُقِيمَ حَفَلَاتٍ لِأَقْرَبِ الْأَقْرَبَاءِ وَالْأَصْدِقَاءِ لِأَنَّ الْحَفَلَاتِ تُكُونُ مُنَاسَبَاتٍ لِتَجْدِيدِ وَتَوْثِيقِ عُرَى الْقَرَابَاتِ وَالصَّدَاقَاتِ. فَأَخَذْتُ هَذِهِ النَّصِيحَةَ مِنْهُ بِجِدِّيَّةٍ وَهَذِهِ أَوَّلُ حَفَلَةٍ أَقَمْتُهَا فِي بَيْتِي. اتَّطَلَّعُ إِلَى إِقَامَةِ مَزِيدٍ مِنَ الْحَفَلَاتِ فِي الْأَيَّامِ الْقَادِمَةِ، إِنْ شَاءَ اللَّهُ. وَمَا رَأَيْكَ فِي هَذِهِ الْفِكْرَةِ؟

**Glossary:****الكلمات العسيرة**

To leave	غَادَرَ / يُغَادِرُ / مُغَادِرَةٌ
Japan	الْيَابَان
Item	بَنْدَ (SM) بُنُودَ (P)
Agenda	جَدْوَلُ (SM) جَدَاوِلُ (P)
To confirm	أَكَّدَ / يُؤَكِّدُ / تَأَكُّدًا
Minutes (of a meeting)	مَحْضَرُ (SM) مَحَاضِرُ (P)
Meeting	اجْتِمَاعُ (SM) اجْتِمَاعَاتُ (P)
President	رَئِيسُ (SM) رُؤَسَاءُ (P)
Society	مُجْتَمَعُ (SM) مُجْتَمَعَاتُ (P)
Co-operative	تَعَاوُنِيَّ (SM, Adj.)
To divide	قَسَمَ / يُقَسِّمُ / تَقْسِيمًا
Amount	مَبْلَغُ (SM) مَبَالِغُ (P)
To give	أَعْطَى / يُعْطِي / إِعْطَاءُ
Part	جِزَاءُ (SM) اجْزَاءُ (P)
Equal	مُسَاوِي (SM, Adj.)
Servant	خَادِمُ (SM) خَدَمُ (P)
Shopkeeper	صَاحِبُ الْمَحَلِّ / أَصْحَابُ الْمَحَلَّاتِ
Master; owner	صَاحِبُ (SM) أَصْحَابُ (P), مَالِكُ / مُلَّاكُ
Shop	دُكَّانُ (SM) دُكَّانِيْنُ (P), مَحَلُّ (SM) مَحَلَّاتُ (P)
To look; to appear	ظَهَرَ / يَظْهَرُ / ظُهُورًا
To receive	اِسْتَلَمَ / يَسْتَلِمُ / اِسْتِلَامًا
Salary	مُرْتَبُ (SM) مُرْتَبَاتُ (P)
To want	أَحَبَّ / يُحِبُّ / مَحَبَّةً
To marry	تَزَوَّجَ / يَتَزَوَّجُ / تَزَوُّجًا
To spend	اِنْفَقَ / يُنْفِقُ / اِنْفَاقًا
To smoke	دَخَنَ / يُدَخِّنُ / تَدَخُّينًا

Another; other	آخَرُ (SM) آخَرُونَ (P), آخَرَى (SF) أُخَرَيَاتُ (P)
To drink	شَرِبَ / يَشْرَبُ / شَرِبَا
To gamble	قَامَرَ / يُقَامِرُ / مُقَامَرَةٌ
To eat	أَكَلَ / يَأْكُلُ / أَكَلَا
Reason	سَبَبُ (SM) / أَسْبَابُ (P)
That	أَنَّ
That he is	أَنَّهُ / إِنَّهُ
Weak	ضَعِيفُ (Adj. SM) ضَعْفَاءُ (P)
Idea	فِكْرَةٌ (SF) فِكْرٌ (P)
Story	قِصَّةٌ (SF) قِصَصٌ (P)
To publish: To announce	أَعْلَنَ / يُعْلِنُ / إِعْلَانًا
Result	نَتِيجَةٌ (SF) نَتَائِجُ (P)
A.D, Christian era	لِلْمِيلَادِ
To consist (of)	إِشْتَمَلَ / يَشْتَمِلُ / إِشْتِمَالًا (على) *
Page	صَفْحَةٌ (SF) صَفَحَاتُ (P)
To teach	دَرَسَ / يُدَرِّسُ / تَدْرِيسًا
Class-room	فَضْلُ (SM) فُضُولُ (P)
Office	مَكْتَبُ (SM) مَكَاتِبُ (P)
Administrative	إِدَارِيٌّ (Adj. SM)
To remain	بَقِيَ / يَبْقَى / بَقَاءٌ
House	بَيْتُ (SM) بُيُوتُ (P)
Teacher	مُدَرِّسُ (SM) مُدَرِّسُونَ (P)
To dirty; to make dirty	وَسَخَ / يُوسِخُ / تَوَسِخًا

\* Like in English, Arabic has verbs which take direct objects, e.g. أَكَلَ الْمَوْزَ i.e. 'he ate banana' and it also has verbs which take indirect objects i.e. there would be a preposition between the verb and the object e.g.

This class consists of fifty students. هَذَا الْفَضْلُ يَشْتَمِلُ عَلَى خَمْسِينَ طَالِبًا.

To get up, to stand up	وَقَفَ / يَقِفُ / وَقُوفًا
To deliver (lecture)	أَلْقَى / يُلْقِي / أَلْقَاءُ
Lecture	مُحَاضَرَةٌ (SF) مُحَاضِرَاتٌ (P)
About	حَوْلَ / عَنْ
Necessity	ضَرُورَةٌ (SF) ضَرُورَاتٌ (P)
To bring near	قَرَّبَ / يَقْرِبُ / تَقْرِيبًا
Different	مُخْتَلِفٌ (Adj SM) **
Component	مُكَوِّنٌ (SM) مُكَوِّنَاتٌ (P)
People	إِنْسَانٌ (SM) أَنْاسٌ (P)
Milk	لَبَنٌ (SM) أَلْبَانٌ (P)
To mint (money, coins)	سَكَ / يَسِكُ / سَكًّا
Remaining	بَاقِي (Adj SM)

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\*\* Before a plural noun of either gender, it is always مُخْتَلِفٌ and where it follows a noun it is read as مُخْتَلِفٌ and agrees with the noun in gender.



## LESSON — 28

## الدرس — ٢٨

### Particles That Cause Fathah To The Present Imperfect And Particles That Cause Fathah To The Nouns, Pronouns

### نَوَاصِبُ الْفِعْلِ الْمُضَارِعِ وَ نَوَاصِبُ الْأَسْمَاءِ

One evening,

Mr. Ramamurti returned

from his office early.

He was very tired.

His wife saw him and went to him

in order to know the reason.

And she asked him: How are you?

What happened to you?

He said: It seems that

fever has struck me (I caught fever)

I remained feverish

all the day long.

She said: Did you go to the doctor

to take medicine?

He said: No, I do not want to go to

the doctor because the fever

has gone down now.

It is enough that you prepare half cup of

boiled water with a little ginger

and some sugar and black pepper,

so that I (can) drink it.

مَسَاءً يَوْمَ،

عَادَ السَّيِّدُ رَامَا مُورْتِي

مِنْ مَكْتَبِهِ مُبَكَّرًا.

كَانَ مُتَعَبًا جَدًّا.

رَأَتْهُ زَوْجَتُهُ، وَذَهَبَتْ إِلَيْهِ

لِكَيْ تَعْرِفَ السَّبَبَ.

وَأَنَّهَا سَأَلَتْهُ: كَيْفَ أَنْتَ؟

مَاذَا حَصَلَ لَكَ؟

فَقَالَ: يَبْدُو أَنَّهُ

قَدْ أَصَابَنِي الْحُمَّى.

بَقِيتُ مَحْمُومًا

طَوْلَ النَّهَارِ.

فَقَالَتْ: هَلْ ذَهَبْتَ إِلَى الدُّكْتُورِ

لِتَأْخُذَ الدَّوَاءَ.

قَالَ: لَا، لَا أُرِيدُ أَنْ أَذْهَبَ إِلَى

الدُّكْتُورِ لِأَنَّ الْحُمَّى

قَدْ تَخَفَّتْ الْآنَ.

يَكْفِي أَنْ تُعَدِّي نِصْفَ كُؤَبٍ مِنْ

الْمَاءِ الْمَغْلَى مَعَ قَلِيلٍ مِنَ الزَّنْجَبِيلِ

وَقَلِيلٍ مِنَ السُّكَّرِ وَالْفِلْفِلِ الْأَسْوَدِ

لِكَيْ أَشْرَبَهُ.

And after one hour, God so willing,  
everything will be (as desired)  
all right.

The wife touched his forehead  
and said that the fever  
had not yet gone down and this  
indigenous medicine  
will not benefit you.

Let us go to the doctor.

He might give you some medicine  
that will cure you quickly.

Perhaps the doctor gives you an injection  
which will cure you immediately.

He said: I wish I were able  
to walk, but I am feeling  
extremely weak as if the strength  
has been extracted from my body.

She said: Then I contact the doctor  
on telephone in order to call him  
to our home.

Mr. Ramamurti kept quiet as though he  
agreed with her.

وَبَعْدَ سَاعَةٍ، إِنْ شَاءَ اللَّهُ،  
سَيَكُونُ كُلُّ شَيْءٍ  
(عَلَى مَا يُرَامُ) حَسَنًا.  
لَمَسَتْ الزَّوْجَةُ جَبِينَهُ  
وَقَالَتْ إِنَّ الْحُمَّى  
لَمْ تَخَفُفْ وَإِنْ هَذَا  
الدَّوَاءُ الْبَلَدِي  
لَنْ يُفِيدَكَ.

فَلَنَذْهَبَ إِلَى الدُّكْتُورِ.  
إِنَّهُ قَدْ يُعْطِيكَ دَوَاءً  
يُشْفِيكَ بِسُرْعَةٍ.

لَعَلَّ الدُّكْتُورَ يُعْطِيكَ إِبْرَةً  
قَدْ تَشْفِيكَ فَوْرًا.

قَالَ: لَيْتَنِي كُنْتُ قَادِرًا  
عَلَى الْمَشْيِ. لَكِنِّي أَشْعُرُ  
بِضَعْفٍ شَدِيدٍ كَأَنَّ الْقُوَّةَ  
قَدْ اسْتُخْرِجَتْ مِنْ بَدَنِي.

قَالَتْ: إِذْنِ اتَّصِلْ بِالدُّكْتُورِ  
عَلَى التَّلْفُونِ لِكَيْ أَطْلُبَهُ  
إِلَى بَيْتِنَا.

سَكَتَ السَّيِّدُ رَامَا مُورْتِي كَأَنَّهُ  
يَتَّفِقُ مَعَهَا.

## Grammar

There are particles which cause fathah to the terminal letter of the present imperfect verb. These particles are as follows:

- That
- Never

أَنْ  
لَنْ

So that, in order that

كَيَّ

Then, in the case

إِذَنْ

Anyone of these four particles above and a few more like **حَتَّى** cause fathah to the terminal letter of the present imperfect that it precedes and the verb is considered to be in the subjunctive mood and in places where the fathah can not be given, they cause all the "noons" i.e. the letter ن to drop except in the case of III & II person plural feminine.

لَنْ defines the meaning of the present imperfect verb to the future negative. For example **لَا يَذْهَبُ** may mean depending on the context:

(1) He does not go.

(2) He is not going.

(3) He will not go.

However, **لَنْ يَذْهَبَ** shall mean: He will not go or the emphatic: He will never go.

**إِذَنْ**, **كَيَّ**, **أَنْ** generally define the meaning of the present imperfect to 'causative'. For example: **كَيَّ أَذْهَبَ** will mean: So that I go and so on. Particle **إِذَنْ** literally would mean: 'in that case' and it is used before an imperfect verb to answer or complement an intention. For example if you say: **سَوْفَ أَزُورُكَ غَدًا** i.e. I will visit you tomorrow then the addressee would say: **إِذَنْ تَشْرَبُ الشَّايَ مَعَنَا** : in that case (or then) you will drink tea with us.

The particle **أَنْ**, besides being followed by a verb in the subjunctive mood, is usually preceded by a verb expressing desire. For example: **أُرِيدُ أَنْ أَذْهَبَ**

In this case the meaning is rendered into infinitive. Hence, the sentence above would mean: I want to go.

It may also be preceded by a verb indicating probability or a similar meaning in which case the meaning in English would be expressed by 'might or may'. For example: **يُحْتَمَلُ أَنْ أَزُورُكَ غَدًا** I might visit you tomorrow.

Following is the sample conjugation with one of the foregoing particles that cause fathah to the present imperfect:

S.M	III	person	He will never go	لَنْ يَذْهَبَ
D.M.	III	person		لَنْ يَذْهَبَا

P.M.	III	person	لَنْ يَذْهَبُوا
S.F.	III	person	لَنْ تَذْهَبَ
D.F.	III	person	لَنْ تَذْهَبَا
P.F.	III	person	لَنْ يَذْهَبْنَ
S.M.	II	person	لَنْ تَذْهَبَ
D.M.	II	person	لَنْ تَذْهَبَا
P.M.	II	person	لَنْ تَذْهَبُوا
S.F.	II	person	لَنْ تَذْهَبِي
D.F.	II	person	لَنْ تَذْهَبَا
P.F.	II	person	لَنْ تَذْهَبْنَ
S.M. & F I		person	لَنْ أَذْهَبَ
PM & F I		Person.	لَنْ نَذْهَبَ

لَنْ, لَنْ, لَنْ, لَنْ, لَنْ are particles which cause fathah to the terminal letter of a noun and in case of pronouns, only the 'inseparable' pronouns are used. لَنْ & لَنْ are used in the meaning of 'that' to connect two parts of a sentence. For example:

He said that he wants to visit me.

قَالَ إِنَّهُ يُرِيدُ زِيَارَتِي.

I heard that he has expired.

سَمِعْتُ أَنَّهُ تَوَفَّى.

لَنْ is used after قَالَ and its different forms while لَنْ is used after all other verbs.

كَأَنَّ means 'as if' as though' For example:

The teacher scolded me

وَبَغَضَنِي الْمُدْرَسُ

as if I had committed the mistake.

كَأَنِّي أَخْطَأْتُ

There is one causative 'ل' with *kasrah* under it, however, it causes *fathah* to the present imperfect. For example:

He is coming to take you with him.

هُوَ قَادِمٌ لِيَأْخُذَكَ مَعَهُ

This causative 'ل' is used as above and occasionally it is prefixed to كَى to say لَكِي .

لَيْتَ means: would that, I wish'. For example:

I wish the boy had passed the examination

لَيْتَ الْوَلَدَ نَجَحَ فِي الْإِمْتِحَانِ

لَكِنْ means: 'but, however'. For example:

The teacher beat the boy but

ضَرَبَ الْمُدْرَسُ الْوَلَدَ لَكِنْ

the principal did not interfere.

الْعَمِيدُ لَمْ يَتَدَخَّلْ

لَعَلَّ means: 'perhaps'. For example:

Perhaps the teacher is present  
in the room.

لَعَلَّ الْأُسْتَاذَ مُوجُودٌ  
فِي الْغُرْفَةِ

Point should also be noted that occasionally لَكِنْ is used as لَكِنْ i.e. with sokoon on its terminal ن and in this case لَكِنْ is generally followed by a verb, e.g. لَكِنْ لَا أُرِيدُ أَنْ أَكُلَ i.e. but I don't want to eat.

## Exercises

### 1) Translate into Arabic:

Once upon a time there lived an ascetic at the top of a mountain. He had taken an oath that he would not move from his place in order to beg for food. He said that he would eat only the fruits. He also promised himself that if he does not find food he will drink only water and express his gratitude to God. This place was infact very beautiful and had plenty of fruits and a spring of water. This place appeared as though it were a piece of heaven. But perhaps God had decided to put this ascetic to test. Soon the trees started withering till all of them dried up in two or three months' time. The ascetic got up one morning and found that the spring of water also had dried up. The ascetic looked upto the sky as though he was complaining but did not come down for food or water. He spent the day without water and food but in the evening he felt the pinch of hunger and thirst. He left his hut in the evening and climbed down the mountain in search of food.

### Translate into English:

ذَهَبَ وَلَدٌ رَاعٍ إِلَى مَرْجٍ فِي الْجِبَالِ خَارِجَ الْقَرْيَةِ لِيرْعَى غَنَمَهُ فَأَرَادَ أَنْ يُنْمِزَ مَعَ أَهْلِ الْقَرْيَةِ. فَصَاحَ بِأَعْلَى صَوْتِهِ: الذَّنْبُ... الذَّنْبُ... جَاءَ أَهْلُ الْقَرْيَةِ مَعَ الْعِصَى وَالْمَنَاجِلِ كَنِي يُسَاعِدُوهُ وَيُخْرِجُوهُ مِنَ الْمَارِقِ. وَلَكِنَّهُمْ إِذْ تَنَهَّشُوا عِنْدَمَا رَأَوْا الْوَلَدَ الرَّاعِيَّ جَالِسًا مُتَكِنًا صَخْرَةً صَغِيرَةً وَهُوَ يَضْحَكُ. غَضِبَ أَهْلُ الْقَرْيَةِ مِنَ الْوَلَدِ وَنَهَرُوهُ وَعَادُوا إِلَى الْقَرْيَةِ. فَمَضَتْ أَيَّامٌ وَجَاءَ ذَنْبٌ مَرَّةً حَقًّا إِلَى الْمَرْعَى وَأَخَذَ الْوَلَدُ يَصْنَعُ لِلنَّجْدَةِ وَلَكِنْ لِلْأَسَفِ لَمْ يَأْتِ أَحَدٌ مِنَ الْقَرْيَةِ لِنَجْدَتِهِ وَفَكَ الذَّنْبُ بَعْدَ مِنَ الْغَنَمِ. فَقَالَ الْوَلَدُ فِي قَلْبِهِ: لَيْتَنِي لَمْ أُنْمِزْ مَعَ النَّاسِ فِي الْمَرَّةِ السَّابِقَةِ.

## Glossary

## الكلمات العسيرة

Once upon a time	فِي زَمَنٍ مِنَ الْأَزْمَانِ
Ascetic	نَاسِكٌ (SM) نُسَّاكٌ (P)
Top, peak	قِمَّةٌ (SF) قِمَمٌ (P)
Mountain	جَبَلٌ (SM) جِبَالٌ (P)
To take an oath, to swear	أَقْسَمَ / يُقْسِمُ / إِقْسَامًا
To move	تَحَوَّكَ / يَتَحَوَّكُ / تَحَوُّكًا
In order to, so that	لِكُنِّي
To beg	شَحَدَ / يَشْحَدُ / شَحْدًا
To eat	أَكَلَ / يَأْكُلُ / أَكْلًا
To promise	وَعَدَ / يَعِدُ / وَعْدًا
To express	أَغْرَبَ / يَغْرِبُ / إِغْرَابًا (عن)
Gratitude, thanks	شُكْرٌ
Infact	فِي الْحَقِيقَةِ
Plenty	كَثِيرٌ
Spring (of water)	عَيْنٌ (SF) عُيُونٌ (الماء)
To appear	بَدَأَ / يَبْدُو / بَدَايَةٌ
Hut	كُؤُخٌ (SM) أَكْوَاخٌ (P)
To climb down	نَزَلَ / يَنْزِلُ / نَزُولًا
In search of	بِخَشَاعِنَ
Shepherd	رَاعٍ (رَاعِي) (SM) رُعَاةٌ (P)
Meadow	مَرْجٌ (SM) مَرْوَجٌ (P)
Village	قَرْيَةٌ (SF) قُرَى (P)
To tend, to graze	رَعَى / يَرْعَى / رِعَايَةً
To intend, to want	أَرَادَ / يُرِيدُ / إِرَادَةً
To joke	مَزَحَ / يَمْزَحُ / مَزَاحًا
To shout	صَاحَ / يَصْهِيحُ / صِيَاحًا
Wolf	ذَنْبٌ (SM) ذَنَابٌ (P)
Baton, stick	عَصَا (SF) عَصِيٌّ (P)

Sickle	مِنْجَلٌ (SM) مَنَاجِلُ (P)
So that, in order to	كَيْ / لِكَيْ
To help	مَسَاعِدُ / يُسَاعِدُ / مُسَاعِدَةٌ
To save, to extricate	أَخْرَجَ / يُخْرِجُ / إِخْرَاجًا
Difficult situation	مَازِقٌ (SM) مَازِقٌ (P)
To be surprised	إِنْدَهِشَ / يَنْدَهِشُ / إِنْدِهَاشًا
To recline (on)	إِتْكَأَ / يَتَكَبَّرُ / إِتْكَاءٌ (عَلَى)
Rock	صَخْرَةٌ (SM) صَخَرَةٌ (P)
To laugh	ضَحِكَ / يَضْحَكُ / ضَحْكًا
To become angry	غَضِبَ / يَغْضَبُ / غَضَبًا
To chide	نَهَرَ / يَنْهَرُ / نَهْرًا
To return	عَادَ / يَعُودُ / عَوْدَةً
To pass	مَضَى / يَمْضِي / مَضِيًّا
In fact, in reality, really	حَقًّا
Help	نَجْدَةٌ
For help	لِلنَّجْدَةِ
Sorrow, grief	أَسَفٌ
Unfortunately	لِلْأَسَفِ
To come	أَتَى / يَأْتِي / إِيَّانَا
Nobody came	لَمْ يَأْتِ أَحَدٌ
To slay, to kill	فَتَكَ / يَفْتِكُ / فَتْكًا
I wish, how I wish	لَيْتَنِي

## ادوات الاستثناء Exceptives

Hamid is our classmate.

حامد زميلنا في الفصل.

He is intelligent and hardworking.

هو ذكي ومجتهد.

Also he is a big sportsman.

كما وهو رياضي كبير.

We see him either in the class-room  
or in the library or in the playground.

نراه إما في الفصل

أو في المكتبة أو في ميدان اللعب.

We find him busy all the day long.

نراه مشغولاً طول النهار.

In the last final examination

في الامتحان النهائي الأخير

Hamid passed with distinction.

نجح حامد بدرجة الامتياز.

At this occasion he held

وبهذه المناسبة أقام

a big tea-party in his house,

حفلة شاي كبيرة في بيته،

and invited all his classmates.

ودعا إليها جميع زملائه.

I reached his house five minutes before the  
scheduled time.

وصلت إلى منزله قبل الموعد بخمسة

دقائق.

Nobody had come by that time except

ما كان جاء حتى ذلك الوقت إلا

Nabeel and he is his fast friend.

نبيل وهو صديقه الحميم.

At he scheduled time the invitees started  
reaching

وفي الوقت المحدد أخذ المغزومون

يصلون

in groups and singly.

في جماعات وفردى.

In half an hour time all

و في نصف ساعة وصل جميع

the students had come except one (student).

الطلاب إلا طالباً .



All (the students) sat in  
the drawing room and started talking on  
different topics.  
including studies & examinations.  
Then slowly the conversation shifted to  
Hamid's grand (distinguished) success.  
Some of us decided  
to have with him heart-to-heart talk  
regarding the secret  
of his distinguished success.  
At this very moment Hamid appeared  
to us and invited us to  
the house garden where  
he had arranged the party.  
We got up and moved towards  
the garden where we found  
every thing ready.  
I proceeded towards Hamid  
till I got close to him.  
We (both) stood facing all (others) and I  
said: Dear friends!  
In fact it is a very happy occasion  
not because it is a tea-party  
but because it is an occasion to celebrate the  
success of our dear friend.

جَلَسَ الْجَمِيعُ فِي  
غُرْفَةِ الْإِسْتِقْبَالِ وَأَخَذُوا يَتَحَدَّثُونَ فِي  
مَوْضُوعَاتٍ شَتَّى  
بِمَا فِيهَا الدَّرَاسَاتُ وَالْإِمْتِحَانَاتُ.  
ثُمَّ رَوَّيْدًا رَوَّيْدًا انْتَقَلَ الْحَدِيثُ إِلَى  
نَجَاحِ حَامِدِ الْمُتَمَازِ.  
فَصَمَّمْ بَعْضُنَا  
عَلَى مُفَاتَحَتِهِ  
حَوْلَ سِرِّ  
نَجَاحِهِ الْمُتَمَازِ.  
فِي نَفْسِ الْوَقْتِ ظَهَرَ  
لَنَا حَامِدٌ وَدَعَانَا إِلَى  
حَدِيقَةِ الْمَنْزِلِ حَيْثُ  
كَانَ نَظَمَ الْحَفْلَةَ.  
فَقُمْنَا وَتَحَرَّكْنَا نَحْوَ  
الْحَدِيقَةِ حَيْثُ وَجَدْنَا  
كُلَّ شَيْءٍ جَاهِزًا.  
فَتَقَدَّمْتُ نَحْوَ حَامِدٍ  
حَتَّى اقْتَرَبْتُ مِنْهُ.  
فَوَقَفْنَا نَتَقَابَلُ الْجَمِيعَ  
وَقُلْتُ: أَصْدِقَائِي الْأَعْزَاءُ!  
إِنَّ هَذِهِ الْمُنَاسِبَةَ سَارَةٌ جَدًّا  
وَذَلِكَ لَيْسَ لِأَنَّهَا حَفْلَةٌ شَائِ  
وَلَكِنْ لِأَنَّهَا مُنَاسِبَةٌ نَحْفِظُ فِيهَا  
بِنَجَاحِ صَدِيقِنَا الْعَزِيزِ.

In fact there is a lesson in his success  
for all of us, the students.

Now, when we congratulate  
our friend on his success and wish  
all good for him in the future,  
we also request him to tell us  
in a few words the secret  
of his all round success in life  
so that we take guidance from it.

All the people welcomed this idea  
and supported it .

Hamid said: My dear friends, I  
seize this opportunity to thank you  
all for attending my party.

I would also say that I don't have anything  
that you don't have except that I set my  
time-table.

There is time for every thing  
in my time table.

Dear friends, there is nothing on the surface  
of this earth which could enable a  
human-being to acquire success except  
regularity, punctuality  
and sincere efforts to realise his goals  
in life.

I think it is sufficient to say  
and invite you all to take tea.

إِنَّ فِي نَجَاحِهِ دَرْسًا  
لِجَمِيعِنَا نَحْنُ الطُّلَّابُ .  
وَالآنَ، إِذْ نَحْنُ نُهْنِئُ  
صَدِيقَنَا عَلَى نَجَاحِهِ وَنَتَمَنَّى  
لَهُ كُلَّ خَيْرٍ فِي الْمُسْتَقْبَلِ،  
نَتَمَسُّ إِلَيْهِ أَنْ يَقُولَ لَنَا  
فِي كَلِمَاتٍ سِرًّا  
نَجَاحَهُ الشَّامِلِ فِي الْحَيَاةِ  
حَتَّى نَسْتَزِيدَ مِنْهُ .  
فَرَحَّبَ الْجَمِيعُ بِهَذِهِ الْفِكْرَةِ  
وَأَيَّدُوهَا .

قَالَ حَامِدٌ: أَصْدِقَائِي الْأَعْزَاءُ، إِنِّي  
لَأُغْتِنِمُ هَذِهِ الْفُرْصَةَ لِأَشْكُرْكُمْ جَمِيعًا  
لِحُضُورِ حَفْلَتِي .  
وَأَقُولُ إِنَّهُ لَا يُوجَدُ عِنْدِي  
شَيْءٌ لَا يُوجَدُ عِنْدَكُمْ سِوَى  
أَنْتِي رَتَّبْتُ بَرْنَامَجِي .  
لِكُلِّ شَيْءٍ وَقْتُ  
فِي بَرْنَامَجِي .

أَصْدِقَائِي الْأَعْزَاءُ، لَا شَيْءٌ عَلَى  
وَجْهِ الْأَرْضِ يُمَكِّنُ  
إِنْسَانًا مِنْ إِخْرَازِ  
النَّجَاحِ إِلَّا الْإِنْتِظَامَ وَالْمُوَظَّابَةَ  
وَالْجُهُودَ الْمُخْلِصَةَ لِتَحْقِيقِ أَهْدَافِهِ  
فِي الْحَيَاةِ .

أَكْفَى بِهَذَا  
وَأَدْعُوكُمْ جَمِيعًا لِتَتَاوَلَ الشَّاي .

**Grammar:**

Before explaining the "Exceptives", and their specific and peculiar usage in the Arabic language, it is necessary to point out that exception so made can only be of person/s from a group of persons and of articles from a group of similar articles and of animate or inanimate objects from a group of similar animate or inanimate objects. That is to say, we cannot except a monkey from a group of human-beings and/or otherwise (except where the usage is rhetoric). So also we cannot except an inanimate object like table from a group of animals and/or otherwise.

As should be amply clear from the foregoing details the exceptive is a word which singles out object/s from a group of similar objects. For this purpose, in English we use the word "except" or "save". In Arabic we use quite a few words for the purpose. Of these **إِلَّا** is the most frequently used. It is used as per details given below:

1. The noun excepted is placed after **إِلَّا**.
2. The noun excepted is placed in the accusative case i.e. its terminal letter is given fathah.

**Example:**

1. The students have come except one student. قَدِمَ الطُّلَّابُ إِلَّا طَالِبًا.
2. I saw the students except one student. رَأَيْتُ الطُّلَّابَ إِلَّا طَالِبًا.

You can see for yourself that in the two sentences above, the nouns excepted are placed in the accusative case. If you keenly observe sentence no (1) above, you will find that the excepted noun is supposedly in the nominative case as this would simply mean that:

The students came قَدِمَ الطُّلَّابُ  
and one student did not come. وَلَمْ يَقْدَمْ طَالِبٌ وَاحِدٌ

and in sentence no (2) above, the excepted noun is in the accusative case as it would mean that:

I saw the students and I did not see one student رَأَيْتُ الطُّلَّابَ وَلَمْ أَرِ طَالِبًا

However, in both the cases the excepted noun is **طَالِبٌ** and it should be in the

accusative case as per rules explained in the foregoing lines in this regard.

Another factor worth noting is that the first parts of the two sentences preceding the exceptive **إِلَّا** are in the positive sense. In this case the excepted noun shall be always in the accusative case.

However, where the sentences are negative, the noun/s after the exceptive may be in the accusative case. For example:

- |  |  |
|--|--|
| 1) The students did not come except one student.       | A. مَا قَدِمَ الطُّلَّابُ إِلَّا طَالِبًا        |
| 2) I did not see the students except one student.      | B. مَا رَأَيْتُ الطُّلَّابَ إِلَّا طَالِبًا      |
| 3) I did not sit with the students except one student. | C. مَا جَلَسْتُ مَعَ الطُّلَّابِ إِلَّا طَالِبًا |

It may also be noted here that in such cases the case terminal of the excepted noun may be in accordance to the sense of the meaning. For example the sentence (A) above would mean that 'only one student came' and hence rules permit to say:

مَا قَدِمَ الطُّلَّابُ إِلَّا طَالِبٌ (يَعْنِي قَدِمَ طَالِبٌ فَقَطْ)

Similarly, sentence 'B' would mean that 'I saw only one student', and hence 'student' is object of the verb **رَأَيْتُ** and therefore we would say:

مَا رَأَيْتُ الطُّلَّابَ إِلَّا طَالِبًا (يَعْنِي رَأَيْتُ طَالِبًا فَقَطْ)

In the case of the third sentence i.e. sentence 'C', it would mean that 'I sat with only one student' and hence, rules permit to say:

مَا جَلَسْتُ مَعَ الطُّلَّابِ إِلَّا طَالِبٍ (يَعْنِي جَلَسْتُ مَعَ طَالِبٍ فَقَطْ).

In brief we can say that the 'exceptive' **إِلَّا**:

- (i) Causes fathah to the terminal letter of the noun that follows it provided that the clause preceding it is in the positive sense.

(ii) May cause *Fathah* to the terminal letter of the noun that follows it even where the clause preceding it is in the negative sense.

iii) May cause the applicable case terminal if the sentence were rendered in positive sense.

Apart from the exceptive **إِلَّا** there are a few more words which are less frequently used as the exceptives. they are: **عدا** ، **خلا**

These exceptives normally cause *kasrah* to the terminal letters of the nouns. For example:

The students came except one student. قَدِمَ الطُّلَّابُ عَدَا طَالِبٍ.

The students came except one student. قَدِمَ الطُّلَّابُ خَلَا طَالِبٍ.

However, where the exceptives **عدا** and **خلا** are preceded by the word **ما** they admit only the accusative case to the excepted noun.

The students came except one student. قَدِمَ الطُّلَّابُ مَا عَدَا طَالِبًا.

The students came except one student. قَدِمَ الطُّلَّابُ مَا خَلَا طَالِبًا.

In addition to the exceptives mentioned above, there are some more words used as exceptives or in a way very similar to them.

I have also dealt in this lesson with **لَا** of General Negation i.e. **لا نفى الجنس**.

This **لَا** of General Negation is followed by a Common Noun of singular number in the accusative case with only one *Fathah*. For example we say:

There is no body (not a soul) in the house. لَا رَجُلٌ فِي الدَّارِ

There is no doubt in it لَا رَيْبَ فِيهِ

## Exercises:

### 1. Translate into English:

كَانَ الْوَقْتُ مَبَاحًا—حوالى السَّاعَةِ الْعَاشِرَةِ. كُنْتُ أَجْلِسُ فِي غُرْفَةِ الدِّرَاسَةِ إِذْ دَقَّ جَرَسُ الْبَابِ. فَأَوْمَأْتُ لِلْخَادِمِ لِيَذْهَبَ إِلَى الْبَابِ وَيَفْتَحَ الْبَابَ. عَادَ الْخَادِمُ وَبَلَّغَنِي عَنْ قُدُومِ الطُّلَّابِ. فَطَلَبْتُ مِنْهُ أَنْ يُجْلِسَهُمْ فِي غُرْفَةِ الْإِسْتِقْبَالِ. وَتَوَجَّهْتُ أَيْضًا إِلَى غُرْفَةِ الْإِسْتِقْبَالِ. وَبَعْدَى دَخَلَ الطُّلَّابُ الْغُرْفَةَ. كَانَ قَدِمَ كُلُّ الطُّلَّابِ إِلَّا طَالِبَيْنِ—حَمِيدًا وَحَامِدًا. سَأَلْتُ الْمَوْجُودِينَ عَنْ حَمِيدٍ وَحَامِدٍ فَرَدَّ عَلَيَّ طَالِبٌ: وَقَعَ حَمِيدٌ مِنَ الْأَوْتُوْبِيسِ وَأَخَذَنَاهُ إِلَى الْمُسْتَشْفَى. عُدْنَا جَمِيعًا بَعْدَ إِدْخَالِهِ الْمُسْتَشْفَى مَا عَدَا حَامِدًا. هُوَ الْآنَ مَعَ حَمِيدٍ فِي الْمُسْتَشْفَى. سَأَلْتُهُمْ: هَلْ بَلَّغْتُمْ مُدِيرَ

الجامعة. قَالُوا: ذَهَبْنَا إِلَى سَكْنِهِ وَلَكِنْ لَا أَحَدٌ يُوجَدُ فِي بَيْتِهِ سِوَى حَارَسَيْنِ وَكَلْبٍ. فَوَدِدْنَا أَنْ نُبْلَغَ سَيَادَتِكَ. سَمِعْتُ كَلَامَهُمْ وَبَدَأْتُ أَحَاوِلُ الْإِتِّصَالَ عَلَى التَّلْفُونِ بِالشَّخْصِ الْمَعْنِيِّ فِي الْإِدَارَةِ وَلَكِنْ لَسَوْهُ الْحِظُّ لَمْ أَتَوْفَّقْ أَنْ أَجِدَ الْمُدِيرَ وَلَا نَائِبَ الْمُدِيرِ وَلَا الْمُسَجِّلَ إِلَّا مُرَاقِبَ الدَّخْلِيَّةِ. فَطَلَبْتُ مِنْهُ أَنْ يُذَهَبَ إِلَى الْمُسْتَشْفَى لِلْعِنَايَةِ بِحَمِيدٍ. طَمَأَنْتُ الطَّلِبَةَ وَطَلَبْتُ مِنْهُمْ الْعَوْدَةَ إِلَى دَاخِلِيَّتِهِمْ.

## 2. Translate into Arabic:

Yesterday I took the students of my class to the city's zoological garden. It is the biggest zoological garden in our country. It has a large number of animals and birds. I requested to see the director of the zoo. The director received me with a courtesy smile in his office. I told him we needed a guide to conduct us systematically in the zoo. He told me he had no guides. However, he called one senior employee and instructed him to accompany us and to show us through the zoo. We started our tour inside the zoo from cage to cage in the wild animals corner. All cages had ferocious animals like lions, tigers, leopards, wild cats etc. except one huge cage. It was empty. Out of curiosity I asked why that cage was empty. Our companion told us that the cage was meant for a pair of white tigers. The tigress begot three cubs two months ago. For some unknown reason two of the three cubs died. The pair became suspicious of everyone approaching the cage. They did not allow anyone to go close the cage except an old employee. One day this old employee entered the cage. In affection he lifted the cub but the pair were angry and attacked the old man who died inside the cage itself. The pair were furious. With great difficulty we removed the tiger family to seclusion and took away the dead body of the old man. Later the pair stopped eating anything as if they were in mourning for the old man they had killed. The mother did not have any milk to feed the cub. In a few days time they all died one by one.

3: Make sentences/ running paragraph using all/some of the exceptives given below:

سوى / ماسوى، خلا / ماخلا، عدا / ماعدا، إلا، غير

4: Use لا of general negation in your sentences/paragraph.

## Glossary

## الكلمات العسيرة

Intelligent (adj)	ذَكِيّ (Adj SM) أَذْكِيَاءُ (P)
Sportsman	رِيَّاضِيّ (Adj SM) رِيَّاضِيُونَ (P)
Either.....or	إِمَّا....أَمْ
Decision	قَرَارٌ (SM) قَرَارَاتُ (P)
Occasion	مُنَاسَبَةٌ (SF) مُنَاسَبَاتُ (P)
To hold (party)	أَقَامَ / يُقِيمُ (حَفْلَةً) إِقَامَةً
Party, function	حَفْلَةٌ (SF) حَفَلَاتُ (P)
To invite	دَعَا / يَدْعُو / دَعْوَةً
To reach; to arrive (at)	وَصَلَ / يَصِلُ / وَصُولًا
Residence; house	بَيْتُ (SM) بُيُوتُ (P)
Before; ahead of	قَبْلَ (Adv. of time used as preposition)
Minute	دَقِيقَةٌ (SF) دَقَائِقُ (P)
To come	قَدِمَ / يَقْدُمُ / قُدُومًا
Close friend, bosom friend	صَدِيقٌ حَمِيمٌ / أَصْدِقَاءُ حَمِيمُونَ
Specified, scheduled	مُحَدَّدٌ (Adj SM)
Invitee	مَعْرُومٌ (SM) مَعْرُومُونَ (P)
Group	مَجْمُوعَةٌ (SF) مَجْمُوعَاتُ (P)
Individual	فَرْدٌ (SM) أَفْرَادٌ (P)
In groups & singly	جَمَاعَاتٍ وَفُرَادَى (Adverb of manner)
To receive, to welcome	اسْتَقْبَلَ / يَسْتَقْبِلُ / اسْتِقْبَالًا
Drawing-room	غُرْفَةُ الْإِسْتِقْبَالِ
To exchange	بَادَلَ / يُبَادِلُ / مُبَادَلَةً
Conversation, talk (P)	حَدِيثٌ (SM) أَحَادِيثُ، حِوَارٌ (SM) حَوَارَاتُ
Topic, subject	مَوْضُوعٌ (SM) مَوْضُوعَاتُ (P)
Different	مُخْتَلِفٌ (Adj SM)

Studies	دِرَاسَة (SF) دِرَاسَات (P)
Then Slowly slowly	فَرَوِيْدًا رَوِيْدًا (Adv. of manner)
To shift, to drift (conversation)	اِنْتَقَلَ / يَنْتَقِلُ / اِنْتِقَالًا
Success	نَجَاح (SM) نَجَاحَات (P)
Great, grand	عَظِيْم (Adj SM)
To be determined (upon)	مُصَمَّم (على) (Adj SM)
Some, a few	عَدَد (SM) اَعْدَاد (P)
To have heart -to-heart talk	فَاتَح / يُفَاتِحُ / مُفَاتَحَة
Secret	سِر (SM) اَسْرَار (P)
To appear	ظَهَرَ / يَظْهَرُ / ظُهُورًا
To organize, to arrange	نَظَّمَ / يُنْظِمُ / تَنْظِيْمًا
To stand up; to get up	قَامَ / يَقُومُ / قِيَامًا
To move	تَحَرَّكَ / يَتَحَرَّكُ / تَحَرُّكًا
Where	أَيْنَ
To find	وَجَدَ / يَجِدُ / وَجُودًا
Ready	مُسْتَعِدَّ، جَاهِز (Adj SM)
To proceed to, to head towards	تَوَجَّهَ / يَتَوَجَّهُ / تَوَجُّهًا (إلى)
Towards	نَحْو (Adv. of place)
Dear	عَزِيْز (Adj SM) اَعْزَاء
To celebrate	اِحْتَفَلَ / يَحْتَفِلُ / اِحْتِفَالًا (ب)
To congratulate	هَنَّا / يَهْنِئُ / تَهْنِئَة
To wish	وَدَّ / يَوَدُّ / وَدًا
Future	مُسْتَقْبَل
To request	رَجَا / يَرْجُو / رَجَاء
Word	كَلِمَة (SF) كَلِمَات (P)
Comprehensive	شَامِل (Adj. SM)



Advice	نَصِيحَة (SF) نَصَائِحُ (P)
To give lesson, to take (class)	أَدَارَ / يُدِيرُ / إِدَارَة (دَرْساً)
To become	أَصْبَحَ / يُصْبِحُ / إِصْبَاحاً
To welcome	رَحَّبَ / يُرَحِّبُ / تَرْحِيْباً (بِ)
To second; to support	أَيَّدَ / يُؤَيِّدُ / تَأْيِيداً
To grab; to seize (opportunity)	اِغْتَمَمَ / يَغْتَمِمُ / اِغْتِمَاماً
Opportunity	فُرْصَة (SF) فُرُصٌ (P)
To thank	شَكَرَ / يَشْكُرُ / شُكْراً
To attend; to be present	حَضَرَ / يَحْضُرُ / حُضُوراً
To be found	وُجِدَ / يُوجَدُ / وَجُوداً
Except	إِلَّا / غَيْرَ
Programme	بَرْنَامِج (SM) بَرَامِجُ (P)
To allocate	خَصَصَ / يُخَصِّصُ / تَخْصِيصاً
To enable	مَكَّنَ / يُمَكِّنُ / تَمْكِيناً
Regularity	إِنْتِظَامٌ
Punctuality	مُواظَبَة
Effort	مُحَاوَلَة (SF) مُحَاوَلَاتٌ (P)
Sincere	مُخْلِصٌ (Adj SM)
To realise; to achieve (goal)	حَقَّقَ / يُحَقِّقُ / تَحْقِيقاً
Goal	مَهْدَف (SM) أَهْدَافٌ (P)
To be sufficient	كَفَى / يَكْفِي / كِفَايَة
Inception	بِدَايَة (SF) بَدَايَاتٌ (P)
To clean	نَظَّفَ / يُنَظِّفُ / تَنْظِيفاً
To decorate	زَيَّنَ / يُزَيِّنُ / تَزْيِيناً
Calss	فَضْلٌ (SM) فُضُولٌ (P)
Private; characteristic	خُصُوصِيَة (SF) خُصُوصِيَّاتٌ (P)

Teacher	مُدْرَسٌ (SM) مُدْرَسُونَ (P)
Sick	مَرِيضٌ (SM) مَرَضَى (P)
Dress; uniform	زِيٌّ (SM) أَزْيَاءُ (P)
School (pertaining to)	مَدْرَسِيٌّ (SM, Adj.)
To send back, to return	أَعَادَ / يُعِيدُ / إِعَادَةً، رَجَعَ / يُرْجِعُ / تَرْجِيْعاً
Peon	فَرَّاشٌ (SM) فَرَّاشُونَ (P)
Staff	عَامِلٌ (SM) عُمَّالٌ (P)
Finally	نِهَائِيًّا
To ask; to request	طَلَبَ / يُطَلِّبُ / طَلْباً
Of, about	حَوْلَ / عَنْ
General knowledge; General information	مَعْلُومَاتٌ عَامَّةٌ
To answer	أَجَابَ / يُجِيبُ / إِجَابَةً
Question	سُؤَالٌ (SM) أَسْئَلَةٌ (P)
Happy	مَسْرُورٌ (SM) مَسْرُورُونَ، سَعِيدٌ (SM) سَعْدَاءُ (P)
(Grass) pasturage	عُشْبٌ
Performance	أَدَاءٌ (SM) أَدَاءَاتٌ (P)
Strange; wonderful	عَجِيبٌ، غَرِيبٌ (SM, Adj.)
If	إِذَا، إِنْ
To need; to want	اِحْتَاَجَ / يَحْتَاجُ / اِحْتِيَاجاً
Hurry	عَجَلَةٌ / سُرْعَةٌ
In need of	مُحْتَاجٌ إِلَى
Sociology	عُلُومُ الْإِجْتِمَاعِ
Well-known	مَعْرُوفٌ
To search (for), to look for	بَحَثَ / يَبْحَثُ (عن)
Catalogue	فَهْرَسٌ (SM) فَهْرَسٌ (P)
Classified	مُؤَبَّرٌ

To copy; to note down	إِسْتَنْسَخَ / يَسْتَنْسِخُ / اسْتِنْسَاخًا
Department; section	فِئْسَمَ (SM) أَقْسَامَ (P)
As per, according to	طَبَقًا لـ / وَفَقًا لـ
Written	مَكْتُوبٌ
Recorded; written	مُسَجَّلٌ / مَكْتُوبٌ
To waste	أَضَاعَ / يُضَيِّعُ / إِضَاعَةً
Exercise; training	تَدْرِيبٌ (SM) تَدْرِيبَاتٌ (P)
To accompany	رَافَقَ / يُرَافِقُ / مُرَافَقَةً
To make tired	أَتْعَبَ / يُتْعَبُ / إِتْعَابًا
Empty handed	صِفْرُ الْيَدَيْنِ
To determine (upon)	صَمَّمَ / يُصَمِّمُ (عَلَى)
To ring	رَنَ / يَرِنُ / رَنَةً
Bell	جَرَسَ (SM) أَجْرَاسَ (P)
Study/ Study room	غُرْفَةُ الدِّرَاسَةِ
To tap, to rap, to knock, to ring	دَقَّ / يَدُقُّ / دَقًّا
The bell rang	دَقَّ الْجَرَسُ
To gesture, to beckon	أَوْمَأَ / يُؤَمِّئُ / إِيْمَاءَةً
To inform	بَلَّغَ / يُبَلِّغُ / تَبْلِيغًا
Drawing room	غُرْفَةُ الْإِسْتِقْبَالِ
To answer, to reply	رَدَّ / يَرُدُّ / رَدًّا
To be lucky	تَوَفَّقَ / يَتَوَفَّقُ / تَوَفُّقًا
To fall, to be situated	وَقَعَ / يَقَعُ / وَقُوعًا
Vice chancellor	مُديِرُ الْجَامِعَةِ
Concerned people	الشَّخْصُ الْمَغْنِيُّ / الْأَشْخَاصُ الْمَغْنِيُّونَ
Warden of the hostel	مُرَاقِبُ الدَّاحِلِيَّةِ
To reassure	طَمَأَنَ / يُطْمِئِنُّ
Zoological garden	حَدِيقَةُ الْحَيَوَانَاتِ

Courtesy smile	إِيتِسَامَةُ الْمُجَامَلَةِ
Guide	دَلِيلٌ / دَلِيلُونَ
To guide, to conduct	أَرْشَدَ / يُرْشِدُ / إِرْشَادًا
Systematically	بِشْكَلي تَرْتِيبِي
Senior employee	مَوْظِفٌ كَبِيرٌ
To instruct, to give instructions	أَعْطَى / يُعْطِي تَغْلِيمَاتٍ
Out of curiosity	عَلَى سَبِيلِ الْفُضُولِ
Companion	مُرَافِقٌ (SM) مُرَافِقُونَ (P)
Cub	شِبْلٌ (SM) أَشْبَالٌ (P)
To be suspicious, to suspect	تَشَكَّكَ / يَتَشَكَّكُ / تَشَكُّكًا
To approach	إِقْتَرَبَ / يَقْتَرِبُ / إِقْتِرَابًا (مِنْ)
In affection	إِظْهَارًا لِلْحُبِّ
To lift	رَفَعَ / يَرْفَعُ / رَفْعًا
Pair, spouse	زَوْجٌ / أَزْوَاجٌ
To be angry	غَضِبَ / يَغْضَبُ / غَضَبًا
Furious, angry	غَاظِبٌ
With great difficulty	بِصُعُوبَةٍ كَبِيرَةٍ
To remove, to drive away	أَبْعَدَ / يُبْعِدُ / إِبْعَادًا
To take out	أَخْرَجَ / يُخْرِجُ / إِخْرَاجًا
To stop	تَوَقَّفَ / يَتَوَقَّفُ (عَنْ)
To mourn	نَدَبَ / يَنْدُبُ / نَدْبًا
In (the state of ) mourning	فِي حَالَةِ نَدَبٍ
To feed, to suck (at mother's breast)	رَضَعَ / يَرْضَعُ / رَضْعًا
To nurse, to suckle	أَرْضَعَ / يَرْضَعُ / إِرْضَاعًا
In a few days time	فِي أَيَّامٍ
One by one, one after the other	وَاحِدًا بَعْدَ وَاحِدٍ

Verb For Mixed Plurals And Adverbs

الفعل للجموع المختلطة والظروف

The boy students and the girl students  
were waiting for the teacher.

The bell rang. The teacher opened  
the door gently and entered  
the room gracefully.

The (boy and girl) students got up  
as a mark of respect for him.

Then they sat on the chairs  
calmly and put  
their satchels in front of them.

After that each student took out  
his book from his satchel silently  
and opened it on the lesson of the day  
carefully.

The teacher took a book and a piece  
of chalk. He walked to the  
blackboard slowly.

He started writing on the blackboard  
difficult words with their meanings.

Then he explained the lesson  
in simple words.

الطلاب والطالبات  
كانوا ينتظرون للمدرس.

رَنَ الْجَرَسُ. فَتَحَ الْأَسَاذُ  
الْبَابَ بِهَدْوٍ وَدَخَلَ  
الْعُرْفَةَ بِوَقَارٍ.

قَامَ الطَّلَابُ وَالطَّالِبَاتُ  
إِخْتِرَامًا لَهُ.

بَعْدَ ذَلِكَ جَلَسُوا عَلَى الْكَرَاسِي  
صَامِتِينَ وَوَضَعُوا  
حَقَائِبَهُمْ أَمَامَهُمْ.

بَعْدَ ذَلِكَ أَخْرَجَ كُلُّ طَالِبٍ  
كِتَابَهُ مِنْ حَقِيئَتِهِ سَاكِنًا  
وَفَتَحَهُ عَلَى دَرْسِ الْيَوْمِ  
بِإِخْتِرَاسٍ.

أَخَذَ الْمُدْرِسُ كِتَابًا وَقِطْعَةً  
مِنَ الطَّبَاشِيرِ وَمَشَى نَحْوَ  
السَّبُورَةِ بِهَدْوٍ.

بَدَأَ يَكْتُبُ عَلَى السَّبُورَةِ  
الْكَلِمَاتِ الصَّعْبَةَ مَعَ مَعَانِيهَا.

بَعْدَ ذَلِكَ شَرَحَ الدَّرْسَ  
بِكَلِمَاتٍ سَهْلَةٍ.

The teacher closed the book  
and returned it to its owner.  
Then he cast a look at the class  
and asked them about the homework.  
All the boy students  
and the girl students  
gave their notebooks to the teacher.  
The teacher took the notebooks  
and said with a smile:  
My children, you are  
hardworking students.  
Next time you all shall write  
an essay on historical monuments  
in Delhi.  
Then he left for another class.

أَغْلَقَ الْأُسْتَاذُ الْكِتَابَ  
وَرَجَعَهُ إِلَى صَاحِبِهِ.  
ثُمَّ أَلْقَى نَظْرَةً عَلَى الْفَضْلِ  
وَسَأَلَهُمْ عَنِ الْوَاجِبِ الْمَدْرَسِيِّ.  
فَقَدَّمَ جَمِيعُ الطُّلَابِ  
وَالطَّالِبَاتِ  
كُتُبَ اسْمِهِمْ لِلْأُسْتَاذِ.  
أَخَذَ الْأُسْتَاذُ الْكُتُبَ  
وَقَالَ بِإِتِسَامَةٍ:  
أَوْلَادِي، أَنْتُمْ  
طُلَّابٌ مُجْتَهِدُونَ.  
فِي الْمَرَّةِ الْقَادِمَةِ سَوْفَ تَكْتُبُونَ  
مَقَالًا فِي الْآثَارِ الْقَدِيمَةِ  
فِي دِلْهِ.  
بَعْدَهُ خَرَجَ لِفَضْلِ آخَرَ.

### Grammar:

As explained earlier, the verbs in Arabic have to agree with their subjects in number and gender.

This you have seen in examples separately set for masculine and feminine gender nouns. But what shall obtain in case of a mixed plural subject?

In this case the masculine element of a mixed plural subject dominates. In other words the verb in such cases will be of masculine gender. For example you want to say that: Shankar, Asha and Usha went to see a film.

This would be expressed in Arabic as follows:

ذَهَبَ شَنْكَرٌ وَأَشَا وَأَوْشَا لِمُشَاهَدَةِ فِيلْمٍ

You can see that the verb used for this mixed plural subject is that we normally use with a masculine subject.

Where the verb for such mixed plural subject has to be used after the subject, in that case not only that it will be masculine but it will also have to agree with the subject in number.

For example:

شَكَرُوا وَأَشَارُوا وَذَهَبُوا لِلمُشَاهَدَةِ فَيَلَمُّ.

Preposition in Arabic is called حرف الجر i.e. Harf al-Jarr. This particle or preposition causes *kasrah* to the terminal letter of the noun it precedes. Such a noun is called مجرور i.e. in the genitive case. This point has also been discussed earlier in detail.

The English adverb of place or adverb of manner etc. can be expressed in Arabic with a preposition preceding the noun.

For example:

The teacher opened the door calmly. فَتَحَ الْأُسْتَاذُ الْبَابَ بِهَدْوٍ.

Adverbs in Arabic are generally expressed with the noun in the accusative case. For example:

The students stood respectfully for him قَامَ الطُّلَّابُ اخْتِرَامًا لَهُ.

I will visit you in the evening. أَزُورُكَ مَسَاءً.

He came almost running جَاءَ مُهَيَّوِلًا.

He entered the room smilingly. دَخَلَ الْغُرْفَةَ مُتَبَسِّمًا.

Let me further explain to clarify that adverbial meaning for indicating manner is expressed mostly by placing the noun—verbal or infinitive form of the verb—in the accusative case. Verbal noun in this case may be singular or dual or plural according to the contextual requirement. However, this infinitive form of the verb shall always be singular.

Let us see the following examples:

The boy entered the room smilingly. (٢) دَخَلَ الْوَلَدُ الْغُرْفَةَ مُتَبَسِّمًا.

The (two) boys entered the room smilingly. (٣) دَخَلَ الْوَلَدَانِ الْغُرْفَةَ مُتَبَسِّمَيْنِ.

The boys entered the room smilingly. (٣) دَخَلَ الْأَوْلَادُ الْغُرْفَةَ مُتَبَسِّمِينَ.

In the preceding examples مُتَبَسِّمٌ is a verbal noun (active participle) and

hence, as explained in the foregoing, it is being used as adverb in the accusative case in singular, dual & plural.

Examples with infinitive form of the verb:

The boy got up respectfully  
(i.e. out of respect) for the teacher.

(١) قَامَ الْوَلَدُ  
إِحْتِرَامًا لِلْمُدْرَسِ

The (two) boys got up respectfully  
(i.e. out of respect) for the teacher.

(٢) قَامَ الْوَلَدَانِ  
إِحْتِرَامًا لِلْمُدْرَسِ.

The boys got up respectfully  
(i.e. out of respect) for the teacher.

(٣) قَامَ الْوَلَدَانِ  
إِحْتِرَامًا لِلْمُدْرَسِ.

It may also be borne in mind that there are certain adverbs which function exactly like the prepositions. For example:

Above	(Adv. of place) فَوْقَ
Under	(Adv. of place) تَحْتَ
Behind	(Adv. of place) وَرَاءَ
Infront of	(Adv. of place) أَمَامَ

These adverbs as above and more like them cause Kasrah to the terminal letter of the noun they precede.

-Adverb of manner is known in Arabic as الحال.

-Adverb of time is known in Arabic as ظرف الزمان

-Adverb of place is known in Arabic as: ظرف المكان

## Exercises:

### Translate into Arabic:

One day I got up early in the morning. In fact it is not my habit to get up early. Normally I go to sleep very late in the night, say one O'clock or two O'clock when I have a lot of work, but in any case never before mid-night. I have been having this habit since I joined a college in Delhi and started my hostel life. During my hostel life I used to keep awake till very late preparing my lessons or doing my home assignment. This continued for complete five years during which period I completed my B.A. & M.A.



degrees. And now when I am no more a student, this old habit still persists with me. I have always known that early sleeping and early rising is good for health but my very sincere attempts at giving up this old habit have failed.

## 2. Translate into English:

فِي الْأُسْبُوعِ الْمَاضِي أُقِيمَتِ الْحَفْلَةُ الرِّيَاضِيَّةُ فِي كَلْبَتِنَا. كَانَتْ كَلْبَتُنَا مَزْدَحِمَةً مُنْذُ وَقْتِ مُبَكَّرٍ فِي الصَّبَاحِ. قَدِمَ الطُّلَابُ الْمُشْتَرِكُونَ فِي مُخْتَلَفِ الْفَعَالِيَّاتِ مُبَكَّرِينَ حَتَّى يَأْخُذُوا الْاسْتِغْدَادَ لِلْمُشَارَكَةِ حَسَبَ تَغْلِيمَاتِ الْمُدْرَسِ الرِّيَاضِي. قَدِمَ الْمُدْرَسُ الرِّيَاضِي أَيْضاً مُبَكَّراً. كَانَ مِنَ الْمَقْرَّرِ أَنْ تَبْدَأَ أَعْمَالُ الْحَفْلَةِ فِي السَّاعَةِ الْعَاشِرَةِ تَمَاماً. بَدَأَ الطُّلَابُ وَالطَّالِبَاتُ وَالْمُدْرَسُونَ وَالْمُدْرَسَاتُ يَصِلُونَ الْكَلْبَةَ حَوْلَى السَّاعَةِ التَّاسِعَةِ وَالتَّصْفِ. كَانَ الطُّلَابُ وَالطَّالِبَاتُ لَا يَسِينُ أَحْسَنَ أَرْيَانِهِمْ وَ يَمْشُونَ هُنَا وَ هُنَاكَ وَيَتَمَارَّحُونَ فِيمَا بَيْنَهُمْ مُبْتَسِمِينَ وَمُبْتَهِجِينَ. وَصَلَ مَدِيرُ الْكَلْبَةِ فِي السَّاعَةِ الْعَاشِرَةِ إِلَّا الرَّبْعَ. ذَهَبَ الْمُدْرَسُونَ وَالْمُدْرَسَاتُ مُهْرُولِينَ إِلَى بَوَابِ قَاعَةِ الْحَفْلَةِ وَاسْتَقْبَلُوهُ مُرَحِّبِينَ بِهِ وَ مَلُوحِينَ لَهُ أَغْصَانُ الْوَرْدِ. دَخَلَ الْمَدِيرُ قَاعَةَ الْحَفْلَةِ وَ قَامَ الْحَاضِرُونَ مِنَ الطُّلَابِ وَالطَّالِبَاتِ وَالضُّيُوفِ إِحْتِرَاماً لَهُ. جَلَسَ الْمَدِيرُ حَتَّى النِّهَايَةِ وَبَعْدَهَا ألقى خِطَاباً وَجِيزاً مُقَدِّراً الْمَجْهُودَاتِ الْمَبْدُولَةَ مِنَ الْأَسَاتِذَةِ وَالطُّلَابِ لِانْجَاحِ الْحَفْلَةِ. ثُمَّ وَزَعَ الْجَوَائِزَ عَلَى النَّاجِحِينَ وَالنَّاجِحَاتِ فِي مُخْتَلَفِ الْفَعَالِيَّاتِ. ثُمَّ غَادَرَ الْجَمِيعُ الْكَلْبَةَ مَسْرُورِينَ قَبْلَ السَّاعَةِ السَّابِعَةِ مَسَاءً. إِنَّ الطُّلَابَ وَالطَّالِبَاتِ الَّذِينَ يَسْكُنُونَ فِي الدَّاخِلِيَةِ فَهُمْ تَأَخَّرُوا قَلِيلاً مَعَ الْمُدْرَسِ الرِّيَاضِي وَالْفَرَّاشِينَ لِإِعَادَةِ الْأَثَاثِ وَالْأَشْيَاءِ الْآخَرَى دَاخِلَ الْكَلْبَةِ.

3) Pick out all adverbs from the lesson & the exercises & use them in sentences of your own.

## Vocabulary:

Habit

عَادَةً (SF) عَادَاتٍ (P)

Normally

عَادَةً (Adv)

Very

جَدًّا (Adv. of manner)

Late, Delay

تَأْخِيرًا (NM)

When

مَتَى

I have

عِنْدِي

In any case	على كلِّ حالٍ
Ever, always (also often used for never)	أبداً
Before	قَبْلَ
Mid-night	نصف اللّيل
Since	مُنْذُ
To join	التحق / يَلْتَحِقُ / إلتحاقاً
Life	الحياة
Hostel	داخِلِيَّة
During	خِلَالَ
To prepare	أَعَدَّ / يُعِدُّ / إعداداً
Home assignment	الواجبُ المدرسيُّ
To continue	واصل / يواصل / مواصلةً
To complete	أكمل / يُكْمِلُ / إكمالاً
B. A.	بكالوريوس
M. A.	ماجستير
Degree	شهادة (SF) شهادات (P)
To remain	بَقِيَ / يَبْقَى / بقاءً
Health	صِحَّة
Useful, good	مُفِيدٌ
Sincere	مُخْلِصٌ
Attempt, effort	مُحاوَلَة (SF) مُحاولات (P)
To give up	تَرَكَ / يَتْرُكُ / تَرْكاً
To fail (in exam)	رَسَبَ / يَرْسُبُ / رُسوباً
To fail (in doing s. th. or in exam)	فَشِلَ / يَفْشِلُ / فِشْلاً
Suddenly	فَجأةً

## LESSON — 31

## الدرس — ٣١

### Passive Voice verb

### الفعل المجهول

Kana + Past Tense

كَانَ + الماضي

Kana+ Present Tense

كَانَ + المضارع

We lived in a village

beside a jungle.

There lived in this jungle

beasts of prey.

There was a lion also. The lion used

to come to our village every night.

The village-residents were afraid

of this lion because this lion

had killed a boy.

The village-residents called a hunter

to kill it.

The hunter sat in a dark place

one night.

The lion came as usual

and the hunter fired a shot at the lion.

The lion was killed and the lion's dead

body was carried to the house

of the village chief

and a cash prize was presented (given)

to the hunter.

كُنَّا نَعِيشُ فِي قَرْيَةٍ

عَلَى كَتَبٍ مِنْ غَابَةِ .

عَاشَ فِي هَذِهِ الْغَابَةِ

حَيَوَانَاتٌ مُفْتَرِسَةٌ .

كَانَ هُنَاكَ أَسَدٌ أَيْضًا . كَانَ الْأَسَدُ

يَأْتِي إِلَى قَرْيَتِنَا كُلَّ لَيْلَةٍ .

كَانَ سُكَّانُ الْقَرْيَةِ خَائِفِينَ

مِنْ هَذَا الْأَسَدِ لِأَنَّ هَذَا الْأَسَدَ

كَانَ قَتَلَ وَلَدًا .

طَلَبَ سُكَّانُ الْقَرْيَةِ صَيَّادًا

لِقَتْلِهِ .

جَلَسَ الصَّيَّادُ فِي مَكَانٍ مُظْلِمٍ

ذَاتَ لَيْلَةٍ .

قَدِمَ الْأَسَدُ كَعَادَتِهِ

وَأَطْلَقَ الصَّيَّادُ طَلْقَةً عَلَى الْأَسَدِ .

قُتِلَ الْأَسَدُ وَ حُمِلَتْ

جُثَّةُ الْأَسَدِ إِلَى بَيْتِ

رَئِيسِ الْقَرْيَةِ

وَقُدِّمَتْ جَائِزَةٌ نَقْدِيَّةٌ

لِلصَّيَّادِ

**Grammar:**

We have seen that when **كان** is followed by a verbal noun in the accusative case as its predicate, it gives the meaning in past continuous. For example:

The boy was sitting. **كان الولد جالساً**

When the verb **كان** is placed before a past tense verb, it changes the meaning into the past perfect. For example: **ذَهَبَ** means: he went; but if we say **كان ذَهَبَ**, then it would mean: he had gone. In this form of the verb the verb **كان** may immediately be followed by the second verb. However in Arabic it is preferable that **كان** should be followed by the subject and then the second verb should be placed. For example:

The boy had killed the lion **كَانَ الْوَلَدُ قَتَلَ الْأَسَدَ**

If the object is a linkable pronoun then the construction order shall change slightly, e.g.

The teacher had beaten him. **كَانَ ضَرَبَهُ الْأُسْتَاذَ.**

In the sentence above the verb **كَانَ** is followed by the second verb **ضَرَبَ** followed by linkable pronoun which plays object and finally the overt subject.

If the verb **كَانَ** is placed before the present indicative verb, then in this case the meaning of the verb indicates habit or a continuous process in the past. For example the verb **يَذْهَبُ** means: he goes; but if we say: **كَانَ يَذْهَبُ**, it would mean; he used to go. Similarly **يَسْكُنُ** means "he lives" but **كَانَ يَسْكُنُ** would mean "he lived" or "he used to live" which meaning indicates a continuous process of living in the past.

**Passive Voice Verb: صيغة الفعل المجهول**

Always a verb is either intransitive or transitive. An intransitive verb requires at least a subject and a transitive verb requires at least a subject and an object to make a complete meaningful sentence.

Passive voice can not be made from intransitive verbs. Passive voice cannot be made from reflexive verbs.

Passive voice is made from the transitive verbs.

Passive voice is sparingly used in Arabic. It is very simple to change a transitive verb into passive voice.

- i) The first letter of a verb is given a *ḍammah*.
- ii) The penultimate letter is given a *kasrah* in the case of the past tense verb and in the case of present imperfect verb the penultimate letter is given a *fathah*.
- iii) The terminal letter retains original diacritical mark which is Fathah in the case of the past tense verb and *ḍammah* in the case of the present tense verb.

Example:

<u>Past tense active voice</u>		<u>Past tense passive voice</u>	
He killed	قَتَلَ	He was killed	قُتِلَ
He carried	حَمَلَ	He was carried	حُمِلَ
He presented	قَدَّمَ	He was presented	قُدِّمَ

- (iv) In certain derived verbs i.e. forms of verbs derived from triliteral verbs not only that the first letter/ syllable is given a *ḍammah* but the second syllable is also given a *ḍammah*.

Example:

He received	اِسْتَقْبَلَ	He was received	اُسْتُقْبِلَ
He exceeded	تَجَاوَزَ	He was exceeded	تُجَوِّزُ
<u>Present tense active voice</u>		<u>Present tense passive voice</u>	
He kills	يَقْتُلُ	He is killed	يُقْتَلُ
He carries	يَحْمِلُ	He is carried	يُحْمَلُ
He exceeds	يَتَجَاوَزُ	He is exceeded	يُتَجَوِّزُ
He receives, he welcomes	يَسْتَقْبِلُ	He is received/ He is welcomed	يُسْتَقْبَلُ

All passive voice verbs in past and present are conjugated similarly as in the

active voice. For sample conjugation please see appendix.

In the case of active voice verb, the verb takes object beside the subject. We have known that the subject takes *ḍammah* and the object takes *Fathah*. For example:

The boy killed the lion

فَعَلَ الْوَلَدُ الْأَسَدَ

In the sentence above the subject الولد takes *ḍammah* and الأسد which is the object terminates with *Fathah*.

However, in the case of passive voice, the subject does not make physical appearance in the sentence. It is the object which figures in the sentence. In this case, the object is given *ḍammah* and it is known in Arabic Grammar terminology as agent of the subject (نائب الفاعل). It is worth pointing here that in English also only the object appears and the subject is not mentioned. It is only understood from the context. For example, we say in English:

The lion was killed.

It would be seen that in the sentence above the subject is nowhere mentioned. So also in Arabic we would say:

The lion was killed

قُتِلَ الْأَسَدُ

Here also we mention only the object and give it *ḍammah*. as explained earlier.

Theoretically speaking, we can render all the transitive verbs into the passive voice. However, all verbs are not used in passive voice. Specially for the humanbeings the Arabic passive verb is used sparingly and it is used only in such places where there is no escape from it.

Besides, there is another way of giving expression to the passive without taking recourse to the actual passive verb. We use for this purpose the verb *تَمَّ* followed by the infinitive form of the verb in the nominative case as shown hereunder:

A solution to the problem has been found.

تَمَّ إِنْجَادُ حَلٍّ لِلْمُشْكِلَةِ.

The Conference will be held  
in Geneva next month.

سَيَعْمُ عَقْدُ الْمُؤْتَمَرِ  
فِي جَنيفِ الشَّهْرِ الْقَادِمِ.

In this kind of sentences the infinitive form of the verb and the noun governed by it shall be placed in construct position i.e. مضاف / مضاف اليه. The infinitive verb concurrently plays the role of subject and hence it would take dammah while the noun governed by it shall have *kasrah*.

In passive voice the expression "by" is very often used in English, e.g.

The glass was broken (by) a worker. The meaning of (by) in the Arabic passive voice is expressed by using (مِنْ). For example in Arabic we would say:

The glass was broken by a worker

كُسِرَ الزُّجَاجُ مِنْ عَامِلٍ

Period of time or point of time مُدَّةُ الزَّمَنِ أَوْ نُقْطَةُ الزَّمَنِ

I have been working in this factory (for)  
the past twenty years.

أَعْمَلُ فِي هَذَا الْمَصْنَعِ  
(مُنْذُ) عِشْرِينَ عَامًا الْمَاضِيَةَ.

In the sentence above (for) is used to indicate period of time which is expressed by using (مُنْذُ) in Arabic.

I have been working in this factory  
(since) 1990.

أَعْمَلُ فِي هَذِهِ الْمَصْنَعِ  
(مُنْذُ) أَلْفٍ وَتِسْعِمِائَةٍ وَتِسْعِينَ.

In the foregoing sentence (since) is used to indicate point of time which is expressed by using (مُنْذُ) in Arabic.

In Arabic both (1) period of time and (2) point of time, are expressed by using (مُنْذُ). We can also use only (مِنْ) in both these cases, e.g.

- (١) أَعْمَلُ فِي هَذَا الْمَصْنَعِ مِنْ عِشْرِينَ عَامًا  
(٢) أَعْمَلُ فِي هَذَا الْمَصْنَعِ مِنْ عَامِ أَلْفٍ وَتِسْعِمِائَةٍ وَتِسْعِينَ

Exercises:

1. Translate into Arabic:

(a) A dinner-party was held when the son of a big businessman passed in

his B.A. examination. Many big people were invited to the party. The house of the businessman was decorated lavishly. The street was swept and washed. The carpets were spread and the chairs and the tables were arranged properly. The guests were received warmly and seated at proper places. They were offered the best kinds of food and drink.

- (b) (1) I had seen this film last week also.  
 (2) Had he gone to meet his relatives there?  
 (3) I used to wish him every day.  
 (4) She lived in this house two years ago.  
 (5) The elephant had been killed with gun.  
 (6) He will be punished for his misbehaviour.  
 (7) They will be trained before they are sent abroad.  
 (8) He is being punished for his negligence.

2) Rewrite the following sentences correctly after replacing the verbs of active voice with those of the passive voice:

- 1 أخرج الأستاذ الكتاب وبدأ التدريس.
- 2 كتب حامد إلينا رسالة الأسبوع الماضي.
- 3 استقبل وزير خارجية الهند رئيس الوزراء الباكستاني.
- 4 قتل الصياد عدداً كبيراً من الحمام.
- 5 أنفقت الحكومة أموالاً كثيرة على بناء هذه العمارة.
- 6 فتح الفرائش الأبواب والشبابيك.
- 7 أضلحت الورشة سيارتي قبل يومين.
- 8 سرق اللصوص أموالاً كثيرة من هذا البنك.
- 9 قدم لي صديقي هذا القاموس.
- 10 كسر ابني هذه الطاولة قبل يومين أو ثلاثة أيام.

Translate into English:

خرج الطلاب من مختلف المعاهد التعليمية في تظاهرة ضد توصيات لجنة مانдал حول حجز الوظائف في المكاتب الحكومية للمتخلفين وذهبوا إلى مبنى البرلمان في موكب ضخم. اجتمع الطلاب يظهرون عدم رضاهم باللجوء إلى أعمال العنف. فألقيت الحجارة على



السَّيَّارَاتِ وَ مَبْنَى الْبَرْلَمَانِ وَ كَذَلِكَ أُحْرِقَتْ سَيَّارَةٌ حُكُومِيَّةٌ وَسَيَّارَاتٌ عُمُومِيَّةٌ. وَ بِالنَّيْجَةِ  
أُجْبِرَتْ الشَّرْطَةُ عَلَى إِطْلَاقِ النَّارِ عَلَى الْمُخْتَشِدِينَ مِنَ الطُّلَابِ. قُتِلَ طَالِبٌ بِالمَوْقِعِ وَ جُرِحَ عَدَدٌ  
كَبِيرٌ مِنْهُمْ. وَ كَذَلِكَ أُلْقِيَ الْقَبْضُ عَلَى عَدَدٍ مِنَ الْمُخْتَجِّينَ مِنَ الطُّلَابِ.

4) Separate all the passive voice verbs from the foregoing paragraph and use them in sentences of your own.

## Glossary:

## الكلمات العسيرة:

Dinner	عَشَاءٌ
Party	حَفْلَةٌ (SF) حَفْلَاتٌ (P)
A dinner party	حَفْلَةٌ عَشَاءٍ
To hold (a party)	أَقَامَ / يُقِيمُ / إِقَامَةٌ
He held (organised) a party.	أَقَامَ حَفْلَةً
When	مَتَى
To pass (examination)	إِجْتَازَ / يَجْتَازُ / إِجْتِيَازًا
Examination	إِمْتِحَانٌ (SM) إِمْتِحَانَاتٌ (P)
B. A.	بَكَالَوْرِيُوس
Many	عَدَدٌ (مِنْ)
To invite	دَعَا / يَدْعُو / دَعْوَةٌ ، عَزَمَ / يَعْزُمُ / عَزُومَةٌ
To be invited	دُعِيَ / يُدْعَى / دَعْوَةٌ
To decorate	زَيَّنَ / يُزَيِّنُ / تَزْيِينًا
Lavishly	بِتَرَفٍ
To sweep	كَنَّسَ / يَكْنِسُ / كَنْسًا
To wash	غَسَلَ / يَغْسِلُ / غُسْلًا
Carpet	سَجَادَةٌ (SF) سَجَاجِيْدُ (P)
To spread (bed/carpet)	نَشَرَ / يَنْشُرُ / نَشْرًا
To arrange	رَتَّبَ / يُرَتِّبُ / تَرْتِيْبًا
Properly	بِشَكْلِ مُنَاسِبٍ
To receive (s. o.), to welcome	اسْتَقْبَلَ / يَسْتَقْبِلُ / اسْتِقْبَالًا

To receive (s. th.)	إِسْتَلِمَ / يَسْتَلِمُ / اسْتِلاماً
Warmly	بِحَرَارَةٍ
Place	مَكَانٌ (SM) أَمْكَنَةٌ (P)
Proper	مُنَاسِبٌ (Adj. SM)
To offer, to give	قَدَّمَ / يُقَدِّمُ / تَقْدِيماً
Kind	رَحِيمٌ (Adj. SM)
Food	طَعَامٌ (SM) أَطْعَمَةٌ (P)
Drink	مَشْرُوبٌ (SM) مَشْرُوبَاتٌ (P)
To see (film etc)	شَاهَدَ / يُشَاهِدُ / مُشَاهَدَةً
Film; movie	فِلمٌ (SM) أَفلام (P)
To wish, to love	أَحَبَّ / يُحِبُّ / مَحَبَّةً
Gun	بُنْدُوقِيَّةٌ (SF) بِنَادِقٌ
To punish	عَاقَبَ / يُعَاقِبُ / مُعَاقَبَةً
Misbehaviour	سُوءُ السُّلُوكِ
To train	دَرَّبَ / يُدَرِّبُ / تَدْرِيباً
Abroad	خَارِجَ الْبِلَادِ
Negligence	إِهْمَالٌ
To neglect	أَهْمَلَ / يُهْمِلُ / إِهْمَالاً
To appoint	عَيَّنَ / يُعَيِّنُ / تَعْيِيناً
Government	حُكُومَةٌ (SF) حُكُومَاتٌ (P)
Additional	إِضَافِيٌّ (Adj. SM)
Guard, watchman	حَارِسٌ (SM) حُرَّاسٌ (P)
Sanctuary	حَرَمٌ
Mercilessly	بِقَسَاوَةٍ
To shift (s. th.)	نَقَلَ / يَنْقُلُ / نَقْلاً
To clean	نَظَّفَ / يُنْظِفُ / تَنْظِيفاً
Director: manager	مُدِيرٌ (SM) / مُدِيرُونَ (P)
Dining-table, table	مَائِدَةٌ (SF) مَوَائِدُ (P)

To deliver, to handover	سَلَّمَ / يُسَلَّمُ / تَسْلِيماً
Postman	سَاعِي الْبَرِيدِ
Fruit seller	فَاكِهَانِي
Fruit	فَاكِهَةٌ (SF) فَوَاكِهُ (P)
To arrange in rows	صَفَّ / يَصِفُّ / صَفّاً
Tidily	بِأَنَاقَةٍ
Mirror	مِرْآةٌ / مَرَايَا
Tree	شَجَرَةٌ (SF) شَجَرَاتٌ (P)
To call, to send for	أَرْسَلَ / يُرْسَلُ (لِ) / إِرْسَالاً
Factory	مَصْنَعٌ (SM) / مَصَانِعُ
Position (job)	وِظِيفَةٌ (SF) / وَظَائِفُ
Vacant	شَاغِرٌ (Adv. SM)
Vacancy	شَاغِرَةٌ (SF) / شَوَاغِرُ (P)

## LESSON — 32

## الدرس — ٣٢

### Vocatives, Interrogatives, Weak Verbs

### أدوات النداء، أدوات الإستفهام، الأفعال الناقصة

Hamid is a studious & serious student.

All (boy & girl) students love him,

and the teachers also love him.

Once it happened that he absented (himself)  
from the school for two days.

His classmates wanted to go  
to him in order to know the reason  
for his absence.

On the third day of his absence  
they went to his house after the school.  
They found him at home. However, he  
appeared tired.

Some of them asked him:

O' Hamid, what happened to you?

You have not been attending the school for  
three days.

Hamid said: My friends,  
I was sick.

I had gone with some of my relatives  
to the zoo three days ago.

It (the weather) was very hot.

The winds were like fire and violent.

حامد طالب مُجْتَهِدٌ وَجَدِّى .

يُحِبُّهُ جَمِيعُ الطُّلَّابِ وَ الطَّالِبَاتِ  
وَالْأَسَاتِذَةُ أَيْضاً يُحِبُّونَهُ .

حَصَلَ مَرَّةً أَنَّهُ غَابَ

لِیَوْمَیْنِ عَنِ الْمَدْرَسَةِ .

وَدَّ زُمَلَاؤُهُ الدَّهَابَ

إِلَيْهِ لِيَعْرِفُوا السَّبَبَ

لِغِيَابِهِ .

فِي الْيَوْمِ الثَّالِثِ لِعِيَابِهِ

ذَهَبُوا إِلَى بَيْتِهِ بَعْدَ الْمَدْرَسَةِ .

وَجَدُوهُ فِي الْبَيْتِ . وَلَكِنَّهُ

بَدَأَ مُتَعَبًا .

فَسَأَلَهُ بَعْضُهُمْ :

يَا حَامِدُ مَاذَا حَصَلَ بِكَ ؟

لَا تَحْضُرُ الْمَدْرَسَةَ

مُنْذُ ثَلَاثَةِ أَيَّامٍ .

قَالَ حَامِدٌ : أَصْدِقَائِي ،

كُنْتُ مَرِيضًا .

كُنْتُ ذَهَبْتُ مَعَ بَعْضِ أَقْرَبَائِي

إِلَى حَدِيقَةِ الْحَيَوَانَاتِ قَبْلَ ثَلَاثَةِ أَيَّامٍ .

كَانَ الْجَوُّ حَارًّا .

كَانَتْ الرِّيحُ مِثْلَ النَّارِ وَ شَدِيدَةً .

And in this heat we roamed about  
in the zoo from one cage  
to another and we continued walking whole  
day long.

We did not take rest at all.

We became tired. Then in the evening  
we returned to our house/ home.

I felt that I was extremely tired.

I did not eat anything.

I went to my bed early in the night.

I spent the whole night in fever.

My people thought that I was tired  
and nothing (else).

But when they found me feverish in  
the morning also, they became worried and  
called a doctor.

The doctor examined me properly  
and said that I had a sun-stroke.

He gave me medicine and now  
by God's grace I have improved greatly.

In a day or two I will be all right .

The tea came and all of them drank tea.

Then they got up to leave wishing

fast recovery for Hamid

and praying to God for his health.

Hamid thanked his friends

for their visit

and bade them farewell saying:

وَفِي هَذِهِ الْحَرَارَةِ تَجَوَّلْنَا  
فِي حَدِيقَةِ الْحَيَوَانَاتِ مِنْ قَفْصِ  
إِلَى قَفْصٍ وَاسْتَمَرَرْنَا فِي الْمَشْيِ  
طَوْلَ النَّهَارِ.

لَمْ نَسْتَرْخِ أَبَدًا.

أَصْبَحْنَا مُتَعَبِينَ. ثُمَّ فِي الْمَسَاءِ  
رَجَعْنَا إِلَى بَيْتِنَا.

شَعَرْتُ بِأَنِّي كُنْتُ مُتَعَبًا جَدًّا.

لَمْ أَكُلْ شَيْئًا.

ذَهَبْتُ إِلَى سَرِيرِي مُبَكِّرًا بِاللَّيْلِ.

انْفَقْتُ طَوْلَ اللَّيْلِ فِي الْحُمَى.

ظَنَّ أَهْلِي أَنِّي كُنْتُ مُتَعَبًا

وَلَا شَيْءَ آخَرَ.

وَلَكِنْ عِنْدَمَا وَجَدُونِي مَحْمُومًا فِي

الصَّبَاحِ أَيْضًا، أَصْبَحُوا مُتَفَكِّرِينَ

وَدَعَوْا دَكْتُورًا.

فَحَصَّنِي الدُّكْتُورُ جَيِّدًا

وَقَالَ إِنِّي مُصَابٌ بِضَرْبَةِ شَمْسٍ.

أَعْطَانِي الدَّوَاءَ وَالْآنَ

الْحَمْدُ لِلَّهِ تَحَسَّنْتُ كَثِيرًا.

فِي يَوْمٍ أَوْ يَوْمَيْنِ سَوْفَ أَشْفَى.

جَاءَ الشَّاي وَكُلُّهُمْ شَرِبُوا الشَّايَ.

ثُمَّ قَامُوا لِلْخُرُوجِ مُتَمَنِّينَ

الشِّفَاءَ السَّرِيعَ لِحَامِدٍ

وَدَاعَيْنِ اللَّهَ لِصِحَّتِهِ.

شَكَرَ حَامِدٌ أَصْدِقَاءَهُ

لِلزِّيَارَةِ

وَوَدَّعَهُمْ قَائِلًا:

See you, brothers/ friends.

We shall meet, God so willing after  
two days in the school itself.

إِلَى اللِّقَاءِ، إِخْوَانِي.  
نَلْتَقِي، إِنْ شَاءَ اللَّهُ بَعْدَ  
يَوْمَيْنِ فِي الْمَدْرَسَةِ نَفْسِهَا.

Grammar:

Vocative:

Vocative in Arabic is called **حرف النداء** which literally means “particle for inviting attention of some one.” The word used for this purpose in Arabic is **يا** which is equivalent of O' of the English language.

We hardly use this O' when we call some one. So also in Arabic. However, at places and particularly in the written Arabic we use this **يا** more often. **يا** is used before a noun or a pronoun.

Noun after this vocative will not take **ال** and it will be in the nominative case i.e. its terminal letter shall have *ḍammah* (only one *ḍammah*) for example:

O' boy	يَا وَلَدُ
O' children	يَا أَوْلَادُ
O' Hamid	يَا حَامِدُ

Where for reasons we can not give a clear *ḍammah* to the noun, it shall be supposed to be having *ḍammah*. For example:

O' Usha	يَا أُوشَا
O' Mala	يَا مَالَا
O' you	يَا هَذَا

Where the noun is in construct position with another noun, in that case the noun so addressed shall be in the accusative case i.e. the terminal letter of the first noun shall have a *Fathah*. For example:

O' street boy	يَا وَلَدَ الشَّارِعِ
O' school boys	يَا أَوْلَادَ الْمَدْرَسَةِ

O' Abdullah

يَا عَبْدَ اللَّهِ

Another popular vocative is أَيُّهَا for masculine and أَيَّتُهَا for feminine meaning the same as above. In this case the noun shall have ال. For example:

O' boy

أَيُّهَا الْوَلَدُ

O' boys

أَيُّهَا الْأَوْلَادُ

O' girl

أَيَّتُهَا الْبِنْتُ

At places يَا and أَيُّهَا / أَيَّتُهَا may be combinedly used as follows:

O' boy

يَا أَيُّهَا الْوَلَدُ

O' girls

يَا أَيَّتُهَا الْبَنَاتُ

In case of the vocative أَيُّهَا and يَا أَيُّهَا no noun or pronoun etc can be used in construct position. We have seen in earlier lessons that the Arabic language is very sensitive about the masculine and feminine genders. For example: if the subject is masculine, then the verb also has to be masculine etc. However, in the case of vocative the same (masculine) vocative can be used with all nouns irrespective of its gender and number.

### Interrogatives:

Same is the case with interrogative pronouns. For example: مَا meaning "what", مَنْ meaning "who", will be used with all nouns irrespective of their number and gender saving only that مَا is used with objects other than humanbeings and مَنْ strictly and only with objects meaning humanbeings. For example:

What is this?

مَا هَذَا؟

This is a book.

هَذَا كِتَابٌ.

This is a lion

هَذَا أَسَدٌ.

The same مَا هَذَا may be used for questioning about objects of feminine gender also unless otherwise we know for certainty that the object questioned about is a feminine gender noun where alone we shall use مَا هَذِهِ.

Following examples shall amply clarify the usage of مَنْ "who".

Who is he?	مَنْ هُوَ؟
Who is she?	مَنْ هِيَ؟
Who are you? (S.M.)	مَنْ أَنْتَ؟
Who are you? (S.F.)	مَنْ أَنْتِ؟
Who are they? (P.M.)	مَنْ هُمْ؟

هَلْ is also an interrogative pronoun which , when placed alone, does not have any meaning; However, when it is placed before a nominal sentence of positive sense, it renders it into question. For example هو ولد means: he is a boy, but if we say هَلْ هُوَ وَلَدٌ؟, it would mean: Is he a boy?

When this هَلْ is placed before a verbal sentence, in this case it has to be translated as : did, do, will & shall etc. in apposition to the tense of the verb. For example:

Did you go to the school?	هَلْ ذَهَبْتَ إِلَى الْمَدْرَسَةِ؟
Do you go to the school?	هَلْ تَذْهَبُ إِلَى الْمَدْرَسَةِ؟
Will you go to the school?	هَلْ سَتَذْهَبُ إِلَى الْمَدْرَسَةِ؟

It is important to note that هَلْ is used only with the sentences of positive meanings where the answer may be given by نعم Yes or لا No.

There is another particle or interrogative pronoun which is called همزة i.e. Hamza for interrogation. It is used with the nominal and verbal sentences with the same meaning as above. For example:

Is he a boy?	أَهُوَ وَلَدٌ؟
Did you go to the school?	أَذَهَبْتَ إِلَى الْمَدْرَسَةِ؟

However, another quality of this أ is that it can be used with sentences of negative meanings also.

Forexample:

The boy is not sitting	لا يجلسُ الطالبُ.
Is not the boy sitting?	أَلَا يَجْلِسُ الطَّالِبُ؟
You did not go the school.	لَمْ تَذْهَبْ إِلَى الْمَدْرَسَةِ.



Did you not go to the school?	أَلَمْ تَذْهَبْ إِلَى الْمَدْرَسَةِ؟
Do you not go to the school?	أَلَا تَذْهَبُ إِلَى الْمَدْرَسَةِ؟
(Don't you go to the school?)	

Another characteristic of أ is that it indicates choice. In other terms, where the answer can not be made in "yes" or "no" only أ is used for interrogation. In this case, أ is followed by أَمْ meaning "or". For example:

Did you eat apple or banana?	أَأَكَلْتَ التُّفَّاحَ أَمْ الْمَوْزَ؟
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In this case, as it is clear, the answer can not be made by 'yes' or 'no'. We have to answer in a full sentence or at least we have to mention the object eaten by its name, saying I ate apple أَكَلْتُ التُّفَّاحَ

In brief, we can say that “أ” can be used in place of “هل”, but we can not use “هل” in place of أ.

Besides, there are many other interrogatives like لِمَاذَا meaning "why", أَيْنَ meaning "where", etc and all these have to be used in their abstract forms with nouns of all genders and numbers as explained above.

### The defective verbs:

In Arabic, verbs which necessarily cause *dammah* to the subject i.e. Muftada and *fathah* to the predicate i.e. Khabar are known as “defective verbs” i.e. الأفعال الناقصة. They are also known as sisters of كَانَ. They function in the same manner as كَانَ, i.e. they allow *dammah* to its Muftada and *fathah* to its Khabar.

The most popular & widely used defective verbs are as follows:

To be	كَانَ / يَكُونُ / كَوْنَا
To become	صَارَ / يَصِيرُ / صَيُرُوا
To be, to become (with special reference to morning time)	أَصْبَحَ / يُصْبِحُ / أَصْبَحُوا
To be, to become (with special reference to evening time)	أَمْسَى / يُمِيسِي / أَمْسَاءُ

To be, to become  
(with special reference to forenoon)

أَضْحَى / يُضْحِي / إِضْحَاءٌ

To be, to become  
(with special reference to forenoon)

بَاتَ / يَبِيتُ / بَيَّاتٌ

These verbs have been very carefully used in this lesson to indicate their appropriate and specialized meaning and usage. However, these verbs are loosely used without reference to time factor. For example **أصبح** is used in the meaning of "to become" without its being restricted to morning time alone and similarly **أمسى** and other verbs.

Besides, there are some other verbs which grammatically fall under the category of defective verbs.

Some of these verbs may be rendered into present indicative while some others can be fully conjugated and a few have fixed forms.

There is a defective verb which can not be rendered into present imperfect. This verb is **لَيْسَ**. It is employed to render a sentence of positive sense into that of negative sense. However, it functions exactly like any other defective verb. For example: **الْوَلَدُ جَالِسٌ** is a nominal sentence meaning: the boy is sitting. And when we say: **لَيْسَ الْوَلَدُ جَالِسًا** it would mean: The boy is not sitting. The predicate after **ليس** may also be in the genitive case provided it is preceded by a preposition. For example **لَيْسَ الْوَلَدُ بِجَالِسٍ**, however meaning remains the same: 'The boy is not sitting'. Another characteristic of this "past defective verb" is that it gives the meaning in the present indicative.

All these verbs, like other ordinary verbs are preferably used before their subjects where they agree with them only in gender. However, if they have to be used after the subjects, they will have to agree with them in gender and number also.

## Exercises:

### 1. Translate into Arabic:

(a) 'My friend Uday was an intelligent and a hardworking student. He was my classmate in M. Com. He used to remain busy all the time (with)

reading books on his subject and the related topics. As a result of his continuous and systematic reading, he became very proficient in his subject. Teachers were happy with him and so were the students. He passed his M. com. with distinction in each paper. and soon after that he got a big post in the government with huge salary. Now we do not meet but I still remember him. I don't know whether he remembers me or not.

(b) I am not a difficult person. This is perhaps the reason that people take me for a ride. I often think that I should change my habits, but now it is not possible. Who can change at my ripe age of 50 years. Yesterday I had gone to the electricity office to pay my bill. The queue was long and I was getting late for office. In the meantime some one called me from behind and said: Good man, do you recognise me? My name is Sashank. Don't you remember me? You once helped me. I was getting late for my interview and on my request you gave me a lift on your scooter to the place of my interview. I am now working in that office only because of you. I was very pappy to know that. I thought it was really not bad to be good. Somewhere, some time you do get recognition—your reward of being good.

## 2. Translate into English:

نَحْنُ أَضْلًا مِنْ قَرْيَةٍ فِي الْوَلَايَةِ الشَّمَالِيَّةِ. كَانَتْ جَدَّتِي تَحْكِي لَنَا قِصَصًا عَنْ قَرْيَتِنَا. هِيَ قَارَأَتْ دَائِمًا الْحَيَاةَ الْمَدْنِيَّةَ وَالْحَيَاةَ الرِّيْفِيَّةَ. وَقَالَتْ إِنَّ النَّاسَ فِي الْمَدْنِ مُغْرِضُونَ وَلَا يُفَكِّرُونَ فِي مَصَالِحِ الْآخَرِينَ بَيْنَمَا إِنَّ الْقُرَوِيِّينَ بُسَاطَاءُ وَهُمْ دَائِمًا مُسْتَعِدُّونَ لِمُسَاعَدَةِ الْآخَرِينَ وَقَالَتْ أَيْضًا إِنَّ الْحَيَاةَ فِي الْقَرْيَةِ أَحْسَنُ بكَثِيرٍ مِنَ الْحَيَاةِ فِي الْمَدْنِ وَبِخَاصَّةٍ فِي الْمَدْنِ الْكُبْرَى مِثْلَ دِلْهِ. رُوَيْدًا رُوَيْدًا وَلِدَتْ لَدَيَّ رَغْبَةً شَدِيدَةً فِي الذَّهَابِ إِلَى قَرْيَةٍ لِأَرَى بِعَيْنِي الْحَيَاةَ الرِّيْفِيَّةَ وَأُذَرِّكَ بِالْفَرْقِ بَيْنَ الْحَيَاةِ الْمَدْنِيَّةِ وَالْحَيَاةِ الرِّيْفِيَّةِ. وَحَصَلَ أَنْ سَنَحْتُ لِي فُرْصَةً عِنْدَمَا كُنْتُ فِي الصَّفِّ الْعَاشِرِ. قَرَّرْتُ الْمَدْرَسَةَ عَلَى الذَّهَابِ إِلَى قَرْيَةٍ قُرْبَ دِلْهِ فِي رِحْلَةٍ دَرَاسِيَّةٍ حَتَّى نَتَعَرَّفَ عَلَى كَيْفِيَّةِ الْمَعِيشَةِ الرِّيْفِيَّةِ وَأَنْ نُقَدِّمَ مَا أُمْكِنَ لَنَا مِنَ الْمُسَاعَدَةِ لِأَهْلِ الْقَرْيَةِ فِي تَحْسِينِ حَالِهِمُ الْمَعِيشِيَّةِ.

جَاءَ يَوْمُ الرِّحْلَةِ وَذَهَبْنَا بِمَعِيَّةِ أَسَاتِذِ إِلَى قَرْيَةٍ مَانْدَى. هَذِهِ الْقَرْيَةُ قَرْيَةٌ مِنْ دِلْهِ. وَصَلْنَا هَذِهِ الْقَرْيَةَ فِي سَاعَتَيْنِ تَقْرِيْبًا. عِنْدَمَا وَصَلْنَا هَذِهِ الْقَرْيَةَ رَأَيْنَا أَنَّ كِبَارَ الْقَرْيَةِ كَانُوا مُوجُودِينَ خَارِجَ

الْقَرْيَةِ لِاسْتِقْبَالِنَا. فَرَحَّبُوا بِنَا بِحَفَاوَةٍ وَصِرْنَا مَسْرُورِينَ لِلْعَايَةِ. كُنَّا تَغَابِنِينَ. فَأَخَذْنَا كِبَارَ الْقَرْيَةِ إِلَى مَبْنَى الْهَيْئَةِ الرَّيْفِيَّةِ وَقَدَّمُوا لَنَا الشَّايَ وَالْفَطَائِرَ. بَعْدَ شُرْبِ الشَّايِ اسْتَرَخْنَا قَلِيلًا وَحَوَالَى السَّاعَةِ الرَّابِعَةِ مَسَاءً خَرَجْنَا بِمَعِيَّةِ دَلِيلٍ لِنَقَابِلَ النَّاسِ وَنَتَعَرَّفَ عَلَى أَخْوَالِهِمْ. رَأَيْنَا أَنَّ الْجَوَّ فِي الْقَرْيَةِ كَانَ نَقِيًّا وَأَنَّ الْمَنَاطِرَ كَانَتْ جَذَابَةً. فَمَشِينَا عَلَى مَهْلِنَا نَتَفَرَّجُ عَلَى الْمَنَاطِرِ الشَّيْقَةِ حَتَّى أَمْسَيْنَا عَائِدِينَ إِلَى مَبْنَى إِقَامَتِنَا بَعْدَ غُرُوبِ الشَّمْسِ. كَانَ كِبَارُ الْقَرْيَةِ مُوجُودِينَ فَقَدَّمُوا لَنَا الطَّعَامَ وَبَعْدَ أَكْلِ الطَّعَامِ جَلَسْنَا نَتَحَدَّثُ لَوَقْتٍ قَلِيلٍ. ثُمَّ عَادَ كِبَارُ الْقَرْيَةِ وَبَنَاتُ لَيْلَةٍ مُرِيحَةٍ فِي جَوِّ الْقَرْيَةِ اللَّطِيفِ. أَصْبَحْنَا مُبْكَرِينَ وَخَرَجْنَا نَمْشِي نَتَمَتَّعُ بِالْمَنَاطِرِ الطَّبِيعِيَّةِ الْخَلَابَةِ وَعِنْدَمَا أَصَحْنَا تَغَابَنِينَ عُذْنَا إِلَى مَقَرَّنَا. وَأَكَلْنَا فُطُورَنَا. بَعْدَ ذَلِكَ جَاءَ أَهْلُ الْقَرْيَةِ وَجَلَسْنَا نَتَحَدَّثُ إِلَى الْقَرَوِيِّينَ. عَرَفْنَا خِلَالَ حَدِيثِنَا مَعَهُمْ أَنَّ مُعْظَمَ الْقَرَوِيِّينَ أُمِّيُونَ. فَظَلَّلْنَا نَتَحَدَّثُ فِي هَذَا الْمَوْضُوعِ فِيمَا بَيْنَنَا وَنَعُدُّ بَرَامِجَ لِتَعْلِيمِ الْقَرَوِيِّينَ فِي الْعُطْلَةِ الصَّيْفِيَّةِ الْقَادِمَةِ. أَمْضَيْنَا يَوْمَيْنِ فِي الْقَرْيَةِ وَعُذْنَا فِي الْيَوْمِ الثَّالِثِ مَعَ الْأَمَلِ وَالْوَعْدِ أَنَّنَا نَعُودُ إِلَيْهِمْ مَرَّةً أُخْرَى فِي الْعُطْلَةِ الصَّيْفِيَّةِ الْقَادِمَةِ بِمَشْرُوعِ إِزَالَةِ الْأُمِّيَّةِ مِنْ تِلْكَ الْقَرْيَةِ.

3) Separate all the defective verbs from the foregoing passage and use them in sentences/ paragraph of your own.

### Vocabulary:

Uday (proper noun)	أوداي
Intelligent	ذَكِيّ (Adj. SM) أذكىء (P)
M. Com.	ما جَسْتِيرَ فِي عُلُومِ التَّجَارَةِ
All the time	كُلَّ ذَلِكَ الْوَقْتِ
Subject, topic	مَوْضُوعَ (SM) مَوْضُوعَاتِ (P)
As a result (of)	بِالنَّتِيجَةِ (لِ)
Continuous	مُسْتَمِرٌّ (Adj. SM)
Systematic	مُنَظَّمٌ (Adj. SM)
And so	وَهَكَذَا
To pass (examination)	إِجْتَازَ / يَجْتَازُ / إِجْتِيَازًا (الامتحان)
With distinction	بِإِمْتِيَازٍ

Each; every	كُلُّ
And soon after that	وَبَعْدَ ذَلِكَ فُورًا
To get	حَصَلَ / يَحْصُلُ / حُصُولًا (على)
Salary	مُرْتَبَ (SM) مُرْتَبَات (P)
Post, job, position	وَزَيْفَة (SM) وَظَائِف (P)
To remember	تَذَكَّرَ / يَتَذَكَّرُ / تَذَكَّرَا، ذَكَرَ / يَذْكُرُ / ذِكْرًا
I still remember (him)	أَذْكُرُهُ لِلَّآنِ
Either.....or	إِمَّا، أَمْ
To walk (slowly)	مَشَى / يَمْشِي / (بِطْءٍ) مَشْيًا
Aimlessly	بِدُونِ هَدَفٍ
Road	شَارِعَ (SM) شَوَارِعَ (P)
Weather	جَوَّ (SM) أَجْوَاءَ (P)
Reward	جَائِزَة (SF) جَوَائِزُ (P)
To take for a ride, to cheat	خَدَعَ / يَخْدَعُ / خِدَاعًا
Ripe age	سِنٌّ نَاضِجَةٌ
Electricity office	مَكْتَبُ الْكَهْرَبَاءِ
Queue	طَابُورَ (SM) طَوَائِرُ (P)
To know, to recognise	عَرَفَ / يَعْرِفُ / عِرْفَانًا
Scooter	دَرَّاجَة بُخَّارِيَّة
Interview, meeting	لِقَاءَ (SM) لِقَاءَاتِ (P)
To transport, to give a lift	نَقَلَ / يَنْقُلُ / نَقْلًا
Pleasant	لَطِيفَ (SM) (Adj. SM)
Slowly	بِطْءٍ
To look (at)	نَظَرَ / يَنْظُرُ / نَظْرًا (إِلَى)
Commodity, goods	سِلْعَة (SF) سِلَعِ (P)
To display	عَرَضَ / يَعْرِضُ / عَرْضًا
Displayed	مَعْرُوضَ (SM) (Adj. SM)
Showroom; exhibition	مَعْرِضَ (SM) مَعَارِضُ (P)

Voice; sound	صَوْت (SM) أَصْوَاتُ (P)
Shop	مَحَلٌّ (SM) مَحَلَّاتُ (P) دُكَّانٌ (SM) دُكَاكِينُ (P)
To call; to accost	نَادَى / يُنَادِي / مُنَادَاةٌ
From behind	مِنْ وَرَاءَ
To turn (to)	تَحَوَّلَ / يَتَحَوَّلُ / تَحَوُّلاً (إِلَى)
Of mine, my	لِي
Dear (to me)	عَزِيزٌ (SM) أَعْزَاءُ (P)
For, since	مُنْذُ، مِنْ
Year	سَنَةٌ (SF) سِنُونَ (P) سَنَةٌ (SF) سَنَوَاتُ (P)
To rush: to walk hastily	هَرَوَلَ / يُهْرَوِلُ / هَرَوَلَةٌ
Arm	سَاعِدٌ (SF) سَوَاعِدُ (P)
To kiss	قَبَّلَ / يُقَبِّلُ / تَقْبِيلًا
Warmth	حَرَارَةٌ (NF)
Meaning	مَعْنَى (SM) مَعَانِي (P)
Thing	شَيْءٌ (SM) أَشْيَاءُ (P)
About many things	عَنْ كَثِيرٍ مِنَ الْأَشْيَاءِ
To revive	أَحْيَى / يُحْيِي / إِحْيَاءٌ
Memory	ذَاكِرَةٌ (NF)
Hour, watch	سَاعَةٌ (SF) سَاعَاتُ (P)
For hours together	لِسَاعَاتٍ فِي وَقْتٍ وَاحِدٍ
To feel	شَعَرَ / يَشْعُرُ / شُعُورًا
To pass (some place)	مَرَّ / يَمُرُّ / مُرُورًا (بِ)
Passage (of time)	مُرُورُ الزَّمَنِ
Tiredness; weariness	تَعَبٌ (NM)
Neither ....nor	لَا ....وَلَا
To close	أَغْلَقَ / يُغْلِقُ / إِغْلَاقًا

## Time & Date الزمن والتاريخ

One morning

at 8 o'clock

or 8.15

I was standing in queue

at a bus stop.

It was the time when the (bus) stops are

crowded with those going

to the offices and the schools.

I was standing waiting for the bus

when suddenly I heard a person

behind me grumbling.

I turned towards him and (I) saw

a thin and middle aged person.

It was evident from his appearance

that he was a clerk in some office.

When he saw me turning towards him,

he asked me befriendingly:

What is the time, my (dear) brother?

I looked at my watch and replied (to him):

It is half past eight (or 8.30).

The stranger continued

the conversation saying:

صباح يوم

في الساعة الثامنة

أولى الساعة الثامنة والرُّبع

كنت واقفاً في الطَّابُورِ

بِمَحْطَةِ بَاصٍ.

هُوَ الْوَقْتُ حَيْثُ تَكُونُ الْمَحْطَاتُ

مُزدَحِمَةً بِالذَّاهِبِينَ

إِلَى الْمَكَايِبِ وَالْمَدَارِسِ.

كنت واقفاً في انتظار الباصِ

إِذْ سَمِعْتُ فُجَاءَةً شَخْصاً

وَرَأَيْتُهُ يَتَذَمَّرُ.

تَحَوَّلْتُ نَحْوَهُ وَرَأَيْتُ

شَخْصاً هَزِيلاً وَكُهَيْلاً.

تَبَيَّنَ مِنْ مَظْهَرِهِ

أَنَّهُ كَانَ كَاتِباً فِي مَكْتَبٍ.

مَتَى رَأَيْتُهُ أَتَحَوَّلْتُ نَحْوَهُ،

سَأَلَنِي مُتَوَدِّداً:

السَّاعَةُ كَمْ يَا أَخِي؟

أَلْقَيْتُ نَظْرَةً عَلَى سَاعَتِي وَاجْبَنْتُ (لَهُ)

هِيَ الثَّامِنَةُ وَالنِّصْفُ.

اسْتَمَرَّ الْأَجَنَبِيُّ

فِي الْحَدِيثِ قَائِلاً:

It always happens like this. I leave  
every day quite early for the office but I  
reach there late  
most of the time.

We don't have any system  
and there is none to take to task  
these government employees.

We , the employees of private offices,  
work like donkeys.

But (despite that)

Our employer is never happy with us.

The employees  
of Delhi Transport Corporation  
do not know the value of time.

They are always late and cause  
delay to us.

Look my dear sir, I leave every day for my  
office at eight o'clock exactly so that I can  
reach my office on time.

Inspite of this I am late for office  
for a week or ten days  
every month.

The boss scolds me  
and cuts my salary.

He thinks I am lazy,  
don't make hurry.

Last Friday, on 18th

دائماً يَخْصُلُ هَكَذَا. أَخْرُجُ  
كُلَّ يَوْمٍ مُبَكَّرًا جِدًّا لِلْمَكْتَبِ، وَلَكِنِّي  
أَصِلُهُ مُتَأَخِّرًا  
فِي أَكْثَرِ الْأَحْيَانِ.

لَيْسَ عِنْدَنَا نِظَامٌ  
وَلَا يُوجَدُ هُنَاكَ شَخْصٌ يُحَاسِبُ  
هَؤُلَاءِ الْمُوظَّفِينَ الْحُكُومِيِّينَ.

نَحْنُ الْمُوظَّفُونَ لِلْمَكَاتِبِ الْخَاصَّةِ  
نَعْمَلُ مِثْلَ الْحَمِيرِ.

وَلَكِنْ (بِالرَّغْمِ مِنْ ذَلِكَ)

لَا يُسَرُّ بَنَّا صَاحِبُ عَمَلِنَا.

إِنَّ الْعَامِلِينَ

بِهَيْئَةِ نَقْلِ دِلْهِ

لَا يَعْرِفُونَ قِيَمَةَ الْوَقْتِ.

هُمْ دَائِمًا يَتَأَخَّرُونَ وَ يُسَبِّحُونَ  
لَنَا التَّأَخِيرَ.

شَفْ يَا سَيِّدِي، أَخْرُجُ كُلَّ يَوْمٍ لِمَكْتَبِي  
فِي السَّاعَةِ الثَّامِنَةِ بِالضَّبْطِ حَتَّى أَتِمَّكَ  
مِنَ الْوُضُولِ لِمَكْتَبِي فِي الْوَقْتِ.

بِالرَّغْمِ مِنْ ذَلِكَ أَتَأَخَّرُ عَنِ الْمَكْتَبِ  
أَسْبُوعًا أَوْ عَشْرَةَ أَيَّامٍ  
كُلَّ شَهْرٍ.

يُوبِّخُنِي صَاحِبُ الْعَمَلِ  
وَيَقْطَعُ مُرْتَبِي.

هُوَ يَفْتَكِرُ بِأَنِّي كَسْلَانٌ،  
لَا أُسْرِعُ.

الْجُمُعَةَ السَّابِقَةَ فِي الْيَوْمِ الثَّامِنِ عَشَرَ



instant I was late  
 for half an hour and I reached office  
 at half past ten.  
 As soon as I reached there,  
 my employer called me to his room.  
 I went to his room with my heart  
 beating (hard)  
 and my head bowed down.  
 The master cast at me an examining look  
 and reminded me angrily  
 that I was late  
 on 6th, 9th, 10th,  
 13th, & 16th  
 instant.  
 After giving me a normal dose  
 of scolding and chiding, he gave me  
 the final notice, saying:  
 If you are late after today,  
 I shall remove you from your job.  
 And here the stranger stopped  
 and heaved a deep sigh as if he was  
 preparing to resume the conversation  
 when suddenly there appeared a bus  
 at some distance.  
 He cancelled the conversation  
 and got ready for boarding  
 as if he was preparing  
 to attack his worst enemy.

لِلشَّهْرِ الْجَارِي تَأَخَّرْتُ  
 بِخُصْفِ سَاعَةٍ وَوَصَلْتُ الْمَكْتَبَ  
 فِي السَّاعَةِ الْعَاشِرَةِ وَالنِّصْفِ.  
 فَوَزَّ وَصُولِي هُنَاكَ  
 طَلَبَنِي صَاحِبُ الْعَمَلِ لِعُرْفَتِهِ.  
 ذَهَبْتُ إِلَى غُرْفَتِهِ وَقَلْبِي  
 يَنْبِضُ (بِشِدَّةٍ)  
 وَرَأْسِي نَاكِسٌ.  
 أَلْقَى صَاحِبُ الْعَمَلِ عَلَيَّ نَظْرَةً فَاحِصَةً  
 وَذَكَرَنِي بِخُصْفِ  
 أَنَّنِي تَأَخَّرْتُ  
 فِي الْيَوْمِ السَّادِسِ وَالتَّاسِعِ وَالْعَاشِرِ وَ  
 الثَّالِثِ عَشَرَ وَالسَّادِسَ عَشَرَ  
 لِلشَّهْرِ الْجَارِي.  
 وَبَعْدَ أَنْ أَعْطَانِي جُرْعَةً عَادِيَةً  
 مِنَ التَّوْبِيخِ وَالتَّعْيِيفِ أَعْطَانِي  
 الْإِشْعَارَ النِّهَائِي قَائِلًا:  
 إِذَا تَأَخَّرْتَ بَعْدَ الْيَوْمِ  
 فَسَوْفَ أَبْعَدُكَ عَنِ الْعَمَلِ  
 وَهَنَا تَوَقَّفَ الْأَجَنِبِيُّ  
 وَأَخَذَ نَفْسًا عَمِيقًا كَأَنَّهُ  
 يَسْتَعِدُّ لِإِسْتِنَافِ الْحَدِيثِ  
 إِذْ ظَهَرَ بَاصٌ  
 عَلَى مَسَافَةٍ.  
 إِنَّهُ أَلْقَى الْحَدِيثَ  
 وَاسْتَعَدَّ لِلرُّكُوبِ  
 كَأَنَّهُ يَسْتَعِدُّ  
 لِمُهَاجَمَةِ أَلَدِّ أَغْدَائِهِ.

The bus came and stopped  
and the queue moved .

The people started getting in  
one by one.

When I entered the conductor said:  
It is complete.

I looked back and saw the stranger was  
on the verge of weeping.

I got down immediately and gave him  
my turn so that he could reach  
his office on time, and is not removed  
from his job.

As far as I am concerned (or as regards me),  
I am a government employee.

There is none  
to scold me in the office.

I am a confirmed employee  
and nobody can remove me  
from my job.

I get my salary every month .

What if I am late today intentionally  
for a good cause.

وَصَلَ الْبَاصُ وَتَوَقَّفَ  
وَتَحَرَّكَ الطَّابُورُ .

بَدَا النَّاسُ يَرْكَبُونَ  
وَاحِدًا بَعْدَ وَاحِدٍ .

وَعِنْدَمَا دَخَلْتُ قَالَ الْمُحَصِّلُ :  
تَمَامٌ .

نَظَرْتُ وَرَائِي وَرَأَيْتُ الْاجْنَبِيَّ  
عَلَى وَشَكِّ الْبُكَاءِ .

فَنَزَلْتُ فُورًا وَأَعْطَيْتُهُ  
نَوْبَتِي حَتَّى يَتِمَّ كُنَّ مِنَ الْوُضُولِ  
لِمَكْتَبِهِ فِي الْوَقْتِ وَلَا يُفْصَلَ  
عَنْ عَمَلِهِ .

أَمَّا أَنَا ،

فَأَنَا مُوظَّفٌ حُكُومِيٌّ

لَا يُوجَدُ هُنَاكَ شَخْصٌ  
فِي الْمَكْتَبِ يُؤَبِّخُنِي .

أَنَا عَامِلٌ ثَابِتٌ

وَلَا يَسْتَطِيعُ أَحَدٌ أَنْ يُفْصِلَنِي  
عَنْ عَمَلِي .

أَخَذُ رَاتِبِي كُلَّ شَهْرٍ .

لَا بَأْسَ إِذَا تَأَخَّرْتُ الْيَوْمَ عَمْدًا  
لِسَبَبٍ حَسَنٍ .

### Grammar:

In Arabic, the word meaning hour or o'clock is سَاعَةٌ. It is preceded by the definite article ال while it is used to tell or ask time.

The noun كم before or after الساعة means 'what', for example:

What is the time?

كَمْ السَّاعَةُ؟ or السَّاعَةُ كَمْ؟

Either of the two expressions given above may be used to ask time.

In standard Arabic, only the ordinal numbers are used for telling time except for 'one' where alone the cardinal number meaning one i.e. واحدة is used.

As is evident, the word الساعة is a feminine gender noun because it ends with the Taa Marboota ة. It is therefore, the "full hour" is expressed in Arabic by an ordinal number of feminine gender. For example eight o'clock and nine o'clock will be expressed thus:

8 o'clock السَّاعَةُ الثَّامِنَةُ

9 o'clock السَّاعَةُ التَّاسِعَةُ

For half in Arabic we say النِّصْفُ and for quarter the word used is الرُّبْعُ. These partitive nouns are used as they are without any change.

For example:

Half past nine or 9.30 السَّاعَةُ التَّاسِعَةُ وَالنِّصْفُ  
(literally: nine & half)

Quarter past eighth or 8.15 السَّاعَةُ الثَّامِنَةُ وَالرُّبْعُ

The preposition 'at' with reference to time means 'فِي' in Arabic.

For example:

at 8 O'clock فِي السَّاعَةِ الثَّامِنَةِ.

The preposition فِي functions normally i.e. it gives *kasrah* to all the temporal nouns which are governed by it except eleven and where the Arabic compound numbers are treated as indeclinable.

The word for minute in Arabic is دَقِيقَةٌ. Its plural is دَقَائِقُ

ثَوَانِي means second of which the plural is ثَوَانِيَّة.

The meaning of 'past' as in the combinations: half past or five minutes past, is expressed by the conjunctive وَ. For example:

1) Five minutes past eight (O'clock) السَّاعَةُ الثَّامِنَةُ وَخَمْسُ دَقَائِقَ

2) Half past eight or 8.30 السَّاعَةُ الثَّامِنَةُ وَالنِّصْفُ.

The meaning of 'to' as in the combinations: quarter to eight or five minutes

to eight, is expressed by **إِلَّا**. For example:

at quarter to eight

at five minutes to eight

فِي السَّاعَةِ الثَّامِنَةِ إِلَّا الرَّبْعَ  
فِي السَّاعَةِ الثَّامِنَةِ إِلَّا خَمْسَ دَقَاقٍ

It is important to note that minutes are expressed by cardinal numbers.

A. M., is expressed by the word **صَبَاحًا** or **فِي الصَّبَاحِ**. For example:

7.00 A.M. or 7.00 O'clock

السَّاعَةُ السَّابِعَةُ صَبَاحًا أَوْ

in the morning

فِي الصَّبَاحِ.

'P.M.' is expressed by the word **مَسَاءً** or **فِي الْمَسَاءِ**. For example:

5.00 P. M. or 5.00 O'clock

السَّاعَةُ الْخَامِسَةُ مَسَاءً أَوْ

in the evening.

فِي الْمَسَاءِ

In Arabic a day of twenty four hours is called **أَيَّامٌ** plural is **يَوْمٌ**.

Day-time is called **نَهَارٌ** and the night **لَيْلٌ** or **لَيْلَةٌ**.

"Today" has the fixed form of **الْيَوْمَ**.

"Week" means **أُسْبُوعٌ**, plural is **أَسَابِيعٌ**. Following are the Arabic names of the days of the week.

Sunday

(يَوْمُ) الْأَحَدِ

Monday

(يَوْمُ) الْاِثْنَيْنِ

Tuesday

(يَوْمُ) الْاِثْنَاءِ

Wednesday

(يَوْمُ) الْارْبَعَاءِ

Thursday

(يَوْمُ) الْخَمِيسِ

Friday

(يَوْمُ) الْجُمُعَةِ

Saturday

(يَوْمُ) السَّبْتِ

"Month" in Arabic is **شَهْرٌ** with the plural **أَشْهُرٌ** or **شُهُورٌ**.

Following are the names of the months:

#### Arabic Names

#### Christian Names

كَانُونُ الثَّانِي

January

يَنَّايرِ

شُبَّاطُ

February

فَبْرَايرِ

آذَارُ

March

مَارِسِ

نيسان	April	إبريل
أيار	May	مايو
حزيران	June	يونيو
تموز	July	يوليو
آب	August	أغسطس
أيلول	September	سبتمبر
تشرين الأول	October	أكتوبر
تشرين الثاني	November	نوفمبر
كانون الأول	December	ديسمبر

“Year” in Arabic generally means سنة with the plural سنون or سنوات . Another word is عام , plural أعوام .

For season in Arabic we use the word فصل . Its plural is فصول . There are four seasons in the year. They are as follows:

Summer (season)	فصل الصيف
Winter (season)	فصل الشتاء
Spring (season)	فصل الربيع
Autumn (season)	فصل الخريف

Date in standard Arabic is expressed by using ordinal number. It is normally preceded by the word اليوم . For example:

I will visit	أزور
Your office	مكتبكم
On 18th instant	في اليوم الثامن عشر للشهر الجاري

We may drop the word اليوم i.e. day, however, we still use the ordinal number to express date. For example:

I will visit	أزور
Your office	مكتبكم
On 18th instant	في الثامن عشر لشهر الجاري

There is another small grammar point which we have casually dealt with in the main body of this lesson. It is called **إِخْتِصَاصٌ** - ikhtisas. When a noun is used to qualify a pronoun of the I person, it is always placed in the accusative case. This qualifying noun also restricts the meaning & makes it emphatic in a way. It is conveyed as follows: **نَحْنُ الْهُنُودُ** We the Indians.

**Note:**

However, practically in the day-to-day life, in the spoken language, generally the cardinal numbers are used for indicating time & date etc. For example, we would say:

It is now 9:30

السَّاعَةُ الْآنَ تِسْعَةٌ وَنُصْفُ (نُصْفُ)

I'll meet you at 5.15 PM

أَقَابِلُكَ فِي السَّاعَةِ خَمْسَةٍ وَرُبْعٍ مَسَاءً

It is 14 January to day

نَحْنُ الْيَوْمَ فِي أَرْبَعَةِ عَشَرَ يَنَايِرَ

**Exercises:**

**(1) Translate into Arabic:**

Gopal is a young boy. He is a student in Delhi Public School. His school opens at 9.00 A.M. Gopal has never been late for school. He gets up early in the morning at about six O'clock. After waking up, he goes to the bathroom and cleans his teeth and washes his face. At 6.30 he goes for short walk and returns home at 7.00 O'clock. Then he takes his bath and puts on clean clothes. And after that he throws a cursory glance at the newspaper. At 8.00 O'clock he takes his breakfast. At 8.15 sharp always he leaves his home for the bus-stop where he gets his school bus at 8.25 or 8.30.

And this bus normally takes twenty minutes to reach the school. In this way Gopal always reaches the school before 9.00 O'clock. Last Monday, 16th April, Gopal did not go to the school. Then the following two days i.e. on 17th and 18th April also he could not go to the school. His classmates got worried and on the evening of the 18th April after the school, they went to his house to see him. Gopal was better. He thanked them for visiting him and told them he would go to school from 23rd April.

## 2) Translate into English:

هَذَا جَارِي. اسْمُهُ شَنْكَر. شَنْكَر تَاجِرٌ صَغِيرٌ. لَهُ دُكَّانٌ بِقَالَةٍ فِي حَيِّ يُوسُفَ سَرَايَ، إِنَّ شَنْكَرَ  
 إِنْسَانَ مُهَذَّبٍ وَمُؤَدَّبٍ. وَهُوَ مُتَدَيِّنٌ لِلْعَايَةِ. لَهُ حَيَاةٌ مُنْتَظِمَةٌ. قَلَّمَا يَحِيدُ عَنْ بَرْنَامِجِهِ. يَقُومُ شَنْكَرُ  
 دَائِمًا مِنْ نَوْمِهِ مُبَكَّرًا فِي السَّاعَةِ السَّادِسَةِ وَبَعْدَ الاسْتِحْضَامِ يَخْرُجُ إِلَى مَغْبَدِ الْحَيِّ فِي السَّاعَةِ  
 السَّابِعَةِ. يَعُودُ شَنْكَرُ مِنَ الْمَغْبَدِ فِي السَّاعَةِ السَّابِعَةِ وَالنِّصْفِ. وَيَقْرَأُ الْجَرَائِدَ حَتَّى السَّاعَةِ  
 الثَّامِنَةِ.

يَأْكُلُ شَنْكَرُ فُطُورَهُ فِي السَّاعَةِ الثَّامِنَةِ وَيَخْرُجُ لِدُكَّانِهِ فِي السَّاعَةِ الثَّامِنَةِ وَالنِّصْفِ. إِنَّ دُكَّانَهُ بَعِيدٌ  
 مِنْ مَنْزِلِهِ. يَصِلُ شَنْكَرُ لِدُكَّانِهِ فِي السَّاعَةِ التَّاسِعَةِ تَقْرِيْبًا. يَعُودُ شَنْكَرُ إِلَى الْمَنْزِلِ فِي السَّاعَةِ  
 السَّابِعَةِ مَسَاءً كُلَّ يَوْمٍ.

يَفْتَحُ شَنْكَرُ دُكَّانَهُ فِي كُلِّ الشَّهْرِ إِلَّا يَوْمَيْنِ. فَهُوَ يُغْلِقُ دُكَّانَهُ فِي الْيَوْمِ الْخَامِسِ عَشَرَ وَالْيَوْمِ  
 الثَّلَاثِينَ كُلِّ شَهْرٍ. وَيَذْهَبُ إِلَى السُّوقِ لِشِرَاءِ حَاجِيَاتِ الدُّكَّانِ وَالْمَنْزِلِ.

3. Write a paragraph on a situation using therein time, dates & days for as many times as possible.
4. Write a paragraph on the activities of the mosque in your neighbourhood.
5. Rewrite names of months & days and use them in sentences of your own.

## Vocabulary:

## الكلمات العسيرة

To wake up	إِسْتَيْقَظَ / يَسْتَيْقِظُ / اسْتَيْقَظَ
Bathroom	حَمَّامٌ (SM) حَمَّامَاتٌ (P)
To clean, to wash	غَسَلَ / يَغْسِلُ / غَسَلًا
Face	وَجْهٌ (SM) وَجُوهٌ (P)
To take bath	اسْتَحَمَ / يَسْتَحِمُّ / اسْتَحَمَا
Clothe/ dress	ثَوْبٌ (SM) ثِيَابٌ (P) مَلْبَسٌ (SM) مَلَابِسٌ (P)
To throw	أَلْقَى / يُلْقِي / أَلْقَاءٌ، طَرَحَ / يَطْرَحُ / طَرَحًا
Glance	نَظْرَةٌ (SF) نَظَرَاتٌ (P)
Cursory glance	نَظْرَةٌ عَابِرَةٌ
Newspaper	صَحِيفَةٌ (SF) صُحُفٌ (P) جَرِيدَةٌ (SF) جَرَائِدٌ (P)

Sharp (time)	بِالضَّبْطِ / مَضْبُوطٌ
Always	دَائِمًا
Normally	عَادَةً
Break, intermission	فَتْرَةُ الْإِسْتِرَاحَةِ
Programme	بَرْنَامَجْ (SM) بَرَامِجْ (P)
Culture	ثَقَافَةٌ (SF) ثَقَاثٌ (P)
Cultural	ثَقَافِيّ (Adj. SM)
To continue	إِسْتَمَرَ / يَسْتَمِرُّ / اسْتَمْرَارًا
To distribute	وَزَعَ / يُوزَعُ / تَوَزَّعَ
Prize; award	جَائِزَةٌ (SF) جَوَائِزُ (P)
Winner	فَائِزٌ (SM) فَائِزُونَ (P)
To weep, to cry	بَكَى / يَبْكِي / بُكَاءٌ
To refuse	رَفَضَ / يَرْفُضُ / رَفْضًا
To meet (a demand or request)	لَبَّى / يُلَبِّي / تَلَبُّيَّةٌ
To call	دَعَا / يَدْعُو / دَعْوَةٌ
To come	قَدِمَ / يَقْدُمُ / قُدُومًا
To ask (about)	سَأَلَ / يَسْأَلُ / سُؤَالًا (عن)
Reason	سَبَبٌ (SM) أَسْبَابٌ (P)
To give	أَعْطَى / يُعْطِي / إِعْطَاءٌ
To carry	حَمَلَ / يَحْمِلُ / حَمْلًا
To do (s. th.) excessively	أَكْثَرَ / يُكْثِرُ / إِكْثَارًا
To cause	سَبَّبَ / يُسَبِّبُ / تَسْبِيْبًا
Pimple	دُمْلٌ (SM) دُمَائِلُ (P)
To understand	فَهِمَ / يَفْهَمُ / فَهْمًا
Advice	نَصِيْحَةٌ (SF) نَصَائِحُ (P)
To accept	قَبِلَ / يَقْبَلُ / قَبُولًا
Greed	طَمَعٌ (SM) أَطْمَاعٌ (P)
Happiness	سَعَادَةٌ (NF)



## LESSON — 34

## الدرس — ٣٤

### The Relative Pronoun

### الاسم الموصول

One Sunday I got up  
from my sleep early .  
I lit the lamp which was placed  
on the side table and searched  
for my watch  
which I had put under my pillow  
before sleeping.  
I saw the time, it was  
five almost.  
I tried to sleep again  
but the sleep did not come to me.  
I left my bed and went to  
the bathroom. I cleaned my teeth  
and washed my face.  
Then I changed my clothes  
and decided to go out for walking  
and inhaling fresh air.  
I came out and walked  
and saw a scene which  
I had not seen all my life.  
The weather was pleasant  
and the breeze was cool and tender.

فى يوم احدى قمتُ  
من نومي مبكراً .  
اضأت السراج الذى كان موضوعاً  
على الطاولة الصغيرة وبحثتُ  
عن ساعتى  
التي كنتُ وضعتها تحت وسادتي  
قبل النوم .  
رايت الوقت، كانت الساعة  
الساعة الخامسة تقريباً .  
حاولت النوم مرة أخرى  
ولكن لم ياتني النوم .  
تركت سريرى وذهبت الى الحمام .  
نظفت اسناني  
و غسلت وجهى .  
ثم غيرت ملابسى  
وقررت على الخروج للمشى  
وللتنفس الهواء الجديد .  
خرجتُ ومشيتُ  
ورأيت مشهداً  
ما كنتُ رأيتهُ طول حياتى .  
كان الجو لطيفاً  
و الهواء بارداً و نعيماً .

I walked and walked till I reached  
the garden of the area.

The flowers were blossoming  
and the birds were sitting  
on the trees and chirping.

I also saw people sitting  
in groups on the green grass  
beside the flower-beds or walking  
on the grass bare-footed.  
Everyone was inhaling the fresh air  
which was free from any pollution.

I also sat in a corner which  
was away from these people  
whom I did not know.

I became lost in this beauty which  
surrounded me from all sides  
and I forgot everything so much so  
that I did not feel the passage of time.

When I felt the pinch of the sun  
I recovered from my dreams  
and cast a look around me.

I found that those who were sitting  
there had returned.

I also prepared to return and decided that I  
would get up from sleep  
at an early hour of every morning  
in order to enjoy myself

مَشَيْتُ وَ مَشَيْتُ حَتَّى وَصَلْتُ  
حَدِيقَةَ الْمِنْطَقَةِ.

كَانَتْ الْأَزْهَارُ تَتَفَتَّحُ  
وَكَانَتْ الْعَصَافِيرُ جَالِسَةً  
عَلَى الْأَشْجَارِ وَ هِيَ تَزْفِرُ.

وَ أَيْضًا رَأَيْتُ النَّاسَ جَالِسِينَ  
فِي زُرَافَاتٍ عَلَى الْعُشْبِ الْأَخْضَرِ  
بِجَانِبِ سَرَائِرِ الْأَزْهَارِ أَوْ مَاشِينَ  
عَلَى الْعُشْبِ عُرَاةَ الْأَقْدَامِ.

كَانَ كُلُّ شَخْصٍ يَتَنَسَّمُ الْهَوَاءَ الطَّلَقَ  
الَّذِي خَلَا مِنْ أَيِّ تَلَوُّثٍ.

أَنَا أَيْضًا جَلَسْتُ فِي زَاوِيَةٍ  
كَانَتْ بَعِيدَةً عَنِ هَؤُلَاءِ النَّاسِ  
الَّذِينَ لَمْ أَعْرِفَهُمْ.

إِسْتَفْرَقْتُ فِي هَذَا الْجَمَالِ الَّذِي  
أَحَاطَنِي مِنْ جَمِيعِ الْجَوَانِبِ وَ نَسِيتُ  
كُلَّ شَيْءٍ إِلَى حَدٍّ  
أَنْبَى لَمْ أَشْعُرْ بِمُضِيِّ الْوَقْتِ.

عِنْدَمَا شَعُرْتُ بِلَسْعَةِ الشَّمْسِ  
أَفَقْتُ مِنْ أَخْلَامِي  
وَ أَلْقَيْتُ نَظْرَةً حَوْلِي.

وَ جَدْتُ أَنَّ الَّذِينَ كَانُوا جَالِسِينَ  
هُنَاكَ قَدْ عَادُوا.

أَنَا أَيْضًا إِسْتَعَدْتُ لِلْعَوْدَةِ وَ قَرَّرْتُ أَنْ  
سَأَقُومَ مِنَ النَّوْمِ

فِي وَقْتٍ مُبَكِّرٍ كُلِّ صَبَاحٍ  
حَتَّى أَمْتَعَّ

the beauty of Nature and make  
good health.

بجمال الطبيعة وأني  
صحة جيدة.

Grammar:

Beside a few other words used as the relative pronouns in Arabic **الذي** and **التي** and their different forms for duals and plurals are considered to be the regular relative pronouns. **الذي** is used for singular masculine and it is considered to be **مبنى** i.e. indeclinable. Its dual form is **الَّذَانِ**. It is declinable in the sense that while **الَّذَانِ** is used in the nominative case **الَّذَيْنِ** is used in the accusative and genitive cases. **الذين** is the plural form which is also **مبنى** i.e. indeclinable. Similarly the word **التي** is used for the singular feminine and it is **مبنى** or indeclinable. Its dual form is **الَّتَانِ** in the nominative case while **الَّتَيْنِ** is used in the accusative and the genitive cases. **اللّاهي** or **اللّواتي** or **اللّاهي** is the plural of **التي** and this plural form is treated as **مبنى** i.e. indeclinable.

Any of the foregoing relative pronouns is used more or less as adjective for the noun it qualifies and this relative pronoun has to be necessarily followed by a pronoun—external or latent, explaining further the noun it qualifies. For example:

I saw the man whose son I beat. **رَأَيْتُ الرَّجُلَ الَّذِي ضَرَبْتُ ابْنَهُ**

In the foregoing sentence it would be seen that the relative pronoun **الذي** is used here to qualify the noun **الرَّجُلَ** and it is followed by the external pronoun which is attached to **ابنه** in **ابنه** and it further explains the noun **الرجل**. Without this pronoun which is called in Arabic **الضمير الراجع** or the returner pronoun in English, the sentence in Arabic will be considered incomplete and its meaning will not be clear.

In the case of an indefinite or common noun this relative pronoun is necessarily omitted, however, the returner pronoun has to be mentioned. For example:

I saw a man whose son I beat. رَأَيْتُ رَجُلًا ضَرَبْتُ ابْنَهُ

In this sentence رَجُلًا (رجل) is used which is an indefinite or common noun. Hence, the relative pronoun الذى can not be used. However, the pronoun هـ which explains the common noun رَجُلًا is used.

This rule as explained above is applied to all the changing forms of the relative pronouns for masculine and feminine. For example we would say:

I saw the men whose sons I beat. رَأَيْتُ الرِّجَالَ الَّذِينَ ضَرَبْتُ أَبْنَاءَهُمْ.

I saw the woman whose son I beat. رَأَيْتُ الْمَرْأَةَ الَّتِي ضَرَبْتُ ابْنَهَا

I saw (some) men whose sons I beat. رَأَيْتُ رِجَالًا ضَرَبْتُ أَبْنَاءَهُمْ

I saw a woman whose son I beat. رَأَيْتُ امْرَأَةً ضَرَبْتُ ابْنَهَا

This pronoun or الضمير الراجع may be clearly written or spoken as we find in the foregoing sentences or it may be hidden (مستتر) in the verb. For example:

I saw the man who killed a lion. رَأَيْتُ الرَّجُلَ الَّذِي قَتَلَ اسَدًا

In the foregoing sentence الذى qualifies the definite noun الرجل followed by the verb قتل which includes the الضمير الراجع المستتر and it is هُوَ and it would mean to say:

رَأَيْتُ الرَّجُلَ الَّذِي (هُوَ) قَتَلَ اسَدًا

## Exercises:

### 1) Translate into Arabic:

Strange things happen in this life. There are people who feign friendship and there are people who are not impostors but they can be good friends and very helpful. There is no bar of sex and creed. I remember those were my early days of service. I was young and inexperienced. When I joined the office I was received warmly by all the colleagues who organised a small tea-party. Gradually I took fancy to a colleague who appeared to be sincere from the days of early association. Those who knew him well did tell me about him but I thought it was only the collegueal jealousy. Two colleagues who probably had suffered at his hands earlier advised me to take care,

however, I did not pay heed to their advice. Our lady colleague who usually appeared to be a very serious person also advised me but her advice too went waste on me. Gradually, I kept on drifting away from other colleagues who, I realise now, were my true friends. With the passage of time we two became very thick friends and one day I came to realise my folly when I got involved in a serious matter. Some of the important documents which were in my custody were missing from my table. I was afraid that our officer who had tremendous faith on me will be very unhappy when he gets to know that loss. There were indications that my colleague who feigned friendship, was involved in the removal of those papers. Finding myself in a tight corner I approached that kind elderly lady who always kept herself away from others in the office and specially she hardly spoke to this colleague and who had advised me in all sincerity to keep away from this colleague. This kind lady gave me a patient hearing and consulted two other elderly colleagues who in their turn spoke to the office chief. The office chief who is a kind person and who knew my honesty and sincerity, also understood where the problem was.

## 2) Translate into English:

قَبْلَ أَيَّامٍ لَدَى عَوْدَتِي مِنَ الْمَحْكَمَةِ الْقَضَائِيَّةِ ضَيَّعْتُ حَقِيئَةً أَوْرَاقِي فِي السَّيَّارَةِ الْعُمُومِيَّةِ الَّتِي رَكَبْتُهَا إِلَى كَنَاطِ بَلِيْسٍ. كَانَتْ السَّيَّارَةُ مُزْدَحِمَةً وَلَمْ يَكُنْ فِيهَا مَقْعَدٌ خَالٍ أَجْلِسُ عَلَيْهِ. فَبَقِيتُ وَاقِفًا. فِي نَفْسِ الْوَقْتِ رَأَيْتُ امْرَأَةً مُسِنَّةً كَانَتْ جَالِسَةً وَعَرَضْتُ أَنْ تُسَاعِدَنِي فَوَضَعْتُ لَدَيْهَا حَقِيئَتِي. اسْتَمَرَّتِ السَّيَّارَةُ فِي السَّيْرِ حَتَّى وَصَلْتُ مَوْقِفِي وَنَزَلْتُ. نَسِيتُ أَنْ أَخَذَ حَقِيئَتِي. بَعْدَ الْوُضُولِ إِلَى الْمَنْزِلِ ادْرَكْتُ بِالضَّيَاعِ وَبَدَأْتُ أَتَضَبَّبُ عَرَفًا وَلَكِنْ وَجَدَلِي الْأَمَلُ أَنَّ الْمَرْأَةَ الَّتِي كُنْتُ وَضَعْتُ لَدَيْهَا سَتَقْدَمُ لِتَرْجِعَ الْحَقِيئَةَ. مَضَى يَوْمَانِ وَلَمْ يَقْدَمْ أَحَدٌ وَخَابَتْ آمَالِي. بَعْدَ ثَلَاثَةِ أَيَّامٍ أَوْ قُلْ فِي الْيَوْمِ الرَّابِعِ عِنْدَ مَا كُنْتُ يَتَسَنَّى مِنْ عَوْدَةِ أَوْرَاقِي إِلَيَّ وَكُنْتُ أَفَكِّرُ فِي اتِّخَاذِ الْإِجْرَاءِ اتِّ وَأَنْ أَضَعَ إِغْلَانًا فِي الْجَرَائِدِ بِهَذَا الشَّانِ إِذْ دُقَّ جَرَسُ الْبَابِ. فَتَحْتُ الْبَابَ وَرَأَيْتُ ثَلَاثَتَيْنِ وَاقِفَتَيْنِ أَمَامَ الْبَابِ فَقَالَتَا نَحْنُ قَادِمَتَانِ مِنْ كَذَا وَكَذَا مَكَانٍ وَنَبَحْتُ عَنْ فُلَانٍ وَفُلَانٍ. فَقُلْتُ: أَنَا هُوَ، وَلَكِنْ مَاذَا تُرِيدَانِ. قَالَتَا بَعْثُنَا وَالِدَتُنَا لِنَبَحَ عَنْكَ. هَلْ تَذْكُرُ أَنَّكَ تَرَكْتَ حَقِيئَتَكَ فِي سَيَّارَةِ عُمُومِيَّةٍ مَعَ امْرَأَةٍ فَسَرَرْتُ كَثِيرًا لِإِسْمَاعِ هَذِهِ الْكَلِمَاتِ. فَقَالَتَا: وَالِدَتُنَا

مَوْجُودَةٌ فِي سَيَّارَةِ أُجْرَةٍ خَارِجِ الزُّقَاقِ وَالْحَقِيقَةُ مَعَهَا فَعَرَجْتُ مَعَ هَاتَيْنِ الْفَتَاتَيْنِ اللَّتَيْنِ جَاءَ تَائِي  
 بِهِذِهِ الْغَبَرِ وَتَوَجَّهْتُ مَعَهُمَا إِلَى سَيَّارَةِ الْأُجْرَةِ. رَأَيْتُ الْمَرْأَةَ الَّتِي كُنْتُ وَضَعْتُ حَقِيَّتِي مَعَهَا  
 جَالِسَةً فِي السَّيَّارَةِ فَعَرَفْتَنِي فَوْرًا وَاسْتَقْبَلَتْنِي بِابْتِسَامَةٍ. سَلَّمْتُ عَلَيْهَا وَهِيَ سَلَّمَتْ لِي حَقِيَّتِي  
 وَبَعْدَ حَدِيثٍ رَمِيٍّ وَجِيزٍ عَرَضْتُ عَلَيْهَا أَنْ أَدْفَعَ أُجْرَةَ السَّيَّارَةِ وَلَكِنِّهَا رَفَضَتْ. إِنَّ هَذِهِ الْوَاقِعَةَ  
 لَنْ أَنْسَاهَا أَبَدًا وَكَذَلِكَ لَنْ أَنْسَ هَؤُلَاءِ النِّسَاءَ اللَّوَاتِي جِئْتُ لِعَادَةِ حَقِيَّتِي بِدُونِ أَيِّ مَعْرِفَةٍ  
 سَابِقَةٍ وَذَلِكَ أَيْضًا عَلَى حِسَابِهِنَّ.

(3) Write a paragraph using the relative pronouns in all the three cases i.e. each relative pronoun should be used in nominative, accusative and genitive cases. You should also keep in mind that appropriate returning pronouns shall also have to be used as explained in the foregoing lesson.

## Glossary

## الكلمات العسيرة

To light

أضاء / يُضئ / إضاءة

Lamp

سراج (SM) سُرَج (P)

To look for, to search for

بَحَثَ / يَبْحَثُ / بَحْثًا (عن)

To put/ to place

وَضَعَ / يَضَعُ / وَضْعًا

Pillow

وِسَادَةٌ (SF) وَسَائِدُ (P)

To try

حَاوَلَ / يُحَاوِلُ / مُحَاوَلَةً

Bed

مَرِيرٌ (SM) مَرِرٌ (P)

To clean

نَظَّفَ / يُنَظِّفُ / تَنْظِيفًا

To wash

غَسَلَ / يَغْسِلُ / غَسْلًا

Face

وَجْهٌ (SM) وَجُوهٌ (P)

To change

غَيَّرَ / يُغَيِّرُ / تَغْيِيرًا

To decide

قَرَّرَ / يَقْرَرُ / تَقَرُّرًا

To breathe

تَنَفَّسَ / يَتَنَفَّسُ / تَنَفُّسًا

Sight, scenery	مَشْهَدٌ (SM) مَشَاهِدُ (P)
Tender, smooth	نَعِيمٌ (Adj. SM)
To chirp	رَفَرَقَ / يُرَفِرِقُ / رَفَرَقَةٌ
Group	رُزَالَةٌ (SF) رُزَالَاتٌ (P)
Grass	عُشْبٌ (SM)
Herb	عُشْبٌ (SM) أَغْشَابٌ (P)
Bare, naked	عَارِيٌّ (Adj. SM) عُرَاةٌ
Bearefooted	عُرَاةُ الْأَقْدَامِ
To inhale (air)	تَنَسَّمَ / يَتَنَسَّمُ / تَنَسُّمًا
Fresh air	هَوَاءٌ طَلَقٌ
To be free	خَلَا / يَخْلُو / خُلُوءًا
To be polluted	تَلَوَّثَ / يَتَلَوَّثُ / تَلَوُّثًا
To last	إِسْتَفْرَقَ / يَسْتَفْرِقُ / إِسْتِفْرَاقًا
To surround	أَحَاطَ / يُحِيطُ / إِحَاطَةً
Side	جَانِبٌ (SM) جَوَانِبُ (P)
To forget	نَسِيَ / يَنْسَى / نِسْيَانًا
To feel	شَعَرَ / يَشْعُرُ / شُعُورًا
To pass	مَضَى / يَمْضِي / مُضِيًّا
Sting	لَسَعَةٌ (SF) لَسَعَاتٌ (P)
To recover (sense)	أَلْفَقَ / يُفِيقُ / إِفَاقَةً
To return	عَادَ / يَعُودُ / عَوْدَةً
To happen	حَدَثَ / يَخْدُثُ / حُدُوثًا
To feign	تَصَانَعَ / يَتَصَانَعُ / تَصَانُعًا
Impostor	مُخْتَالٌ (SM) مُخْتَالُونَ (P)
Bar, impediment	مَانِعٌ (SM) مَوَانِعُ (P)
Sex	جِنْسٌ (SM)

Creed, faith	دِيَانَةٌ (SF) دِيَانَاتُ (P)
Inexperienced	عِدِيْمُ الْخِبْرَةِ
Warmly	بِحَرَارَةٍ
Small tea party	حَفْلَةُ شَايٍ صَغِيرَةٌ
Gradually	رَوِيْدًا رَوِيْدًا
To take fancy (to)	أُعْجِبَ / يُعْجِبُ (ب) إِعْجَابًا
To appear	بَدَا / يَبْدُو / بَدَوْا
To think	فَكَّرَ / يُفَكِّرُ / تَفَكَّرَ
Collegueal jealousy	حَسَدُ الزَّمَلَاءِ
To advise	نَصَحَ / يَنْصَحُ / نَصَحَا
To suffer (loss etc.)	تَضَرَّرَ / يَتَضَرَّرُ / تَضَرَّرَا
Advice	نَصِيْحَةٌ (SF) نَصَائِحُ (P)
To go waste	ضَاعَ / يَضِيعُ / ضَيَاعًا
To drift away	إِنْتَعَدَ / يَنْتَعِدُ / إِنْتَعَادًا
To realise	أَدْرَكَ / يُدْرِكُ / إِذْرَأْنَا
Thick (friend)	حَمِيْمٌ (Adj. SM) حَمِيْمُونَ / أَحْمَاءُ (P)
Folly	حَمَاقَةٌ (SF) حَمَاقَاتُ (P)
To get involved	تَوَرَّطَ / يَتَوَرَّطُ / تَوَرَّطَا
Serious/ dangerous	خَطِيْرٌ (Adj. SM)
Custody/ possession	حَوْزَةٌ (NF)
To be missing	تَغَيَّبَ / يَتَغَيَّبُ / تَغَيَّبَا
To be afraid	خَافَ / يَخَافُ / خَوْفًا
Tremendous, great	هَائِلٌ (Adj. SM)
To be unhappy, to be angry	إِغْتَاظَ / يَغْتَاطُ / إِغْتِيَاظًا
Loss	خَسَارَةٌ (SF) خَسَائِرُ (P)
'Tight corner	مَوْلاَفٌ حَرَجٌ



To approach, to contact	إِتَّصَلَ / يَتَّصِلُ / إِتِّصَالًا (ب)
Hardly	قَلَمًا
To consult, to take advice	إِسْتَشَارَ / يَسْتَشِيرُ / إِسْتِشَارَةً
He heard patiently, to give a patient hearing	سَمِعَ بِهَدْوٍ
Office chief, boss	رَئِيسُ الْمَكْتَبِ
Honesty	أَمَانَةٌ (NF)
Court of law	مَحْكَمَةٌ قَضَائِيَّةٌ
To lose	ضَيَّعَ / يُضَيِّعُ / تَضْيِيعًا
Bus	سَيَّارَةٌ عُمُومِيَّةٌ
Connought Place	كِنَات بَلِيس
Seat	مَقْعَدٌ (SM) مَقَاعِدُ (P)
Empty/ free	خَالٍ (خَالِي)
Aged	مُسِنَّ (Adj. SM)
To ooze	تَصَبَّبَ / يَتَصَبَّبُ / تَصَبُّبًا
To sweat, to perspire	تَصَبَّبَ عَرَقًا
Hope	أَمَلٌ (SM) آمَالٌ (P)
To offer	عَرَضَ / يَعْرِضُ / عَرْضًا
To return	رَجَعَ / يُرْجِعُ / تَرْجِيعًا
To disappoint	خَابَ / يَخِيبُ / خَيْبَةً
Hopes fell	خَابَتْ الْأُمَالُ
To lose hope, to be disappointed	يَسَّ / يَنْسُ / يَأْسًا
To take (measure)	إِتَّخَذَ / يَتَّخِذُ / إِتِّخَاذًا، (إِجْرَاءً)
Advertisement, announcement	إِعْلَانٌ (SM) إِغْلَانَاتٌ (P)
In this regard, in this matter	بِهَذَا الشَّانِ
Young woman, young lady	فَتَاةٌ (SF) فَتَيَاتٌ (P)
To be happy	سُرَّ / يُسِرُّ / سُورًا

To head (towards)	تَوَجَّهَ / يَتَوَجَّهُ / تَوَجُّهًا (إلى)
To recognise, to know	عَرَفَ / يَعْرِفُ / عِرْفَانًا
To receive	اِسْتَقْبَلَ / يَسْتَقْبِلُ / اِسْتِقْبَالًا
To receive with a smile	اِسْتَقْبَلَ بِاِبْتِسَامَةٍ
Smile	اِبْتِسَامَةٌ (SF) اِبْتِسَامَاتُ (P)
To greet	سَلَّمَ / يُسَلِّمُ / تَسْلِيمًا (على)
To handover	سَلَّمَ / يُسَلِّمُ / تَسْلِيمًا (لِ)
Taxi	سَيَّارَةُ الْأَجْرَةِ
Talk, conversation	حَدِيثُ (SM) أَحَادِيثُ (P)
Brief	وَجِيزٌ (Adj. SM)
To refuse, to deny	رَفَضَ / يَرْفُضُ / رَفْضًا
Incident	وَأَقْعَةٌ (SF) وَأَقْعَاتُ (P)

## LESSON — 35

## الدرس — ٣٥

### The Conditional Sentence الجملة الشرطية

Hamid was looking

for his money purse

here and there.

When he did not find it, he called his wife

and asked her about the purse.

She said: I saw your purse

in the table's drawer.

Open the table's drawer,

you will find in it your purse.

Hamid opened the drawer

and found his purse.

Hamid said to his wife:

You were saying

that you would go today's (this) evening

to your friend's house,

then, what is your programme?

She said: If you return from your office

early I would go.

He said: Would you go

to the market also?

She said: If you accompany me

I would go, otherwise not.

كَانَ حَامِدٌ يَبْحَثُ

عَنْ كَيْسِ نَقُودِهِ

هُنَا وَهُنَاكَ .

فَلَمَّا لَمْ يَجِدْهُ نَادَى زَوْجَتَهُ

وَسَأَلَهَا عَنِ الْكَيْسِ .

قَالَتْ: رَأَيْتُ كَيْسَكَ

فِي دُرْجِ الطَّاوِلَةِ .

اِفْتَحِ دُرْجَ الطَّاوِلَةِ

تَجِدُ فِيهِ كَيْسَكَ .

فَفَتَحَ حَامِدٌ الدَّرْجَ

وَوَجَدَ كَيْسَهُ .

قَالَ حَامِدٌ لِرَزْوَاجَتِهِ:

كُنْتَ تَقُولِينَ

إِنَّكَ تَذْهَبِينَ مَسَاءَ الْيَوْمِ

إِلَى بَيْتِ صَدِيقَتِكَ،

فَمَا هُوَ بِرَنَامُجِكَ؟

قَالَتْ: إِنْ رَجَعْتُ مِنْ مَكْتَبِكَ

مُبَكَّرًا ذَهَبْتُ .

قَالَ: هَلْ تَذْهَبِينَ

إِلَى السُّوقِ أَيْضًا؟

قَالَتْ: إِنْ تُرَافِقْنِي

أَذْهَبُ إِلَّا فَلَا .

He said: I will accompany you on  
 the condition that you'll not prolong stay  
 in your friend's house,  
 because if you prolong stay  
 the market would close  
 and when the market is closed  
 our going there will not be useful.  
 When Hamid was talking  
 to his wife,  
 their daughter came and (she) said:  
 I don't have a pen to write with.  
 I dropped my pen and spoiled its nib.  
 Hamid took out his pen  
 and gave it to her saying:  
 Guard it from (against) falling.  
 If you guard it, it will be with you  
 and you will write  
 in beautiful handwriting always.  
 And if you drop it, you will spoil its nib.  
 The girl took the pen from her father  
 and thanked him and left for the school.  
 When Hamid returned (to) home  
 in the evening, his son Khalid showed him  
 the school report.  
 The report was not satisfactory.  
 Khalid had failed in two subjects.

قَالَ: أُرَافِقُكَ عَلَى  
 شَرْطٍ أَنْ لَا تُطِيلِيَ الْمُكُوثَ  
 فِي بَيْتِ صَدِيقِكَ  
 لِأَنَّهُ إِنْ أَطْلَتِ الْمُكُوثُ  
 تَنفَلِقُ السُّوقُ  
 وَمَتَى تَنفَلِقِ السُّوقُ  
 لَا يُفِيدُنَا الذَّهَابُ إِلَيْهَا.  
 عِنْدَمَا كَانَ حَامِدٌ يَتَكَلَّمُ  
 مَعَ زَوْجَتِهِ  
 جَاءَتْ ابْنَتُهُمَا وَقَالَتْ:  
 مَا عِنْدِي قَلَمٌ أَكْتُبُ بِهِ.  
 اسْقَطْتُ قَلَمِي وَأَفْسَدْتُ سِنَّهُ.  
 أَخْرَجَ حَامِدٌ قَلَمَهُ  
 وَأَعْطَاهَا لَهَا قَائِلًا:  
 حَافِظِي عَلَيْهِ مِنَ السَّقُوطِ.  
 إِنْ تُحَافِظِي عَلَيْهِ يَكُنْ مَعَكَ  
 وَتَكْتُبِينَ  
 بِخَطٍّ جَمِيلٍ دَائِمًا.  
 وَمَتَى تُسْقِطِيهِ تُفْسِدِي سِنَّهُ.  
 أَخَذَتْ ابْنَتُ الْقَلَمَ مِنْ أَبِيهَا  
 وَشَكَرَتْهُ وَخَرَجَتْ لِلْمَدْرَسَةِ.  
 عِنْدَمَا رَجَعَ حَامِدٌ إِلَى الْبَيْتِ  
 فِي الْمَسَاءِ أَرَاهُ وَلَدَهُ خَالِدٌ  
 التَّقْرِيرَ الْمَدْرَسِيِّ  
 لَمْ يَكُنِ التَّقْرِيرُ مُرْضِيًا.  
 كَانَ خَالِدٌ قَدْ رَسَبَ فِي مَادَّتَيْنِ.

The father said to his son:	قَالَ الْآبُ لِوَلَدِهِ:
It seems that you don't work hard	يَبْدُو أَنَّكَ لَا تَجْتَهِدُ
in your lessons (classes).	فِي دُرُوسِكَ .
You (must) know that he who works hard,	إِغْلَمْ أَنَّ مَنْ يَجْتَهِدُ
passes in the examination.	يَنْجَحُ فِي الْإِمْتِحَانِ
And he who passes in the school examination,	وَمَنْ يَنْجَحُ فِي إِمْتِحَانِ الْمَدْرَسَةِ
succeeds in life.	يَنْجَحُ فِي الْحَيَاةِ.
And he who succeeds in life,	وَمَنْ يَنْجَحُ فِي الْحَيَاةِ
the world respects him.	تُكْرِمُهُ الدُّنْيَا.
The boy said: I understood that	قَالَ الْوَلَدُ: فَهِمْتُ مَا
you (have) said, o' my father.	قُلْتَهُ يَا أَبِي.
I will work harder than before and pass	أَجْتَهِدُ أَكْثَرَ مِنْ قَبْلُ وَأَنْجَحُ
in the final examination with the rank	فِي الْإِمْتِحَانِ النَّهَائِيِّ بِدَرَجَةِ
"distinction".	"إِمْتِيَاز"

### Grammar:

There are a few particles which are used for obtaining the conditional sentences. They are known as particles which silence two present tense verbs to obtain this meaning. Some of these particles are as follows:

إنّ and مَنْ . In such kind of sentence the first clause or part is called *شَرْط* i.e. condition (which portion in English is known as protasis) and the second clause or part is called *جَوَابُ الشَّرْط* i.e. answer of the condition or the result of the condition (which portion in English is known as apodosis).

In the case of particles as above and few more similar particles, there may be four alternative ways of obtaining conditional sentences and they are as follows:

- (1) إِنْ رَجَعْتَ مِنْ مَكْتَبِكَ مُبَكَّرًا ذَهَبْتُ
- (2) إِنْ تَرْجِعَ مِنْ مَكْتَبِكَ مُبَكَّرًا ذَهَبْتُ

(3) إِنْ رَجَعْتَ مِنْ مَكْتَبِكَ مُبَكَّرًا أَذْهَبْ

(4) إِنْ تَرْجِعْ مِنْ مَكْتَبِكَ مُبَكَّرًا أَذْهَبْ

All the four sentences above would mean:

"If you return from your office early, I would go."

Now, let us examine the four sentences above. In sentence no. 1 both the verbs رَجَعْتَ and أَذْهَبْتُ are in the past tense. In sentence no. 2 the first verb تَرْجِعْ is in present jussive mood and the second verb أَذْهَبْتُ is in the past tense. In sentence no. 3 the first verb رَجَعْتَ is in the past tense while the second verb أَذْهَبْ is in the present jussive mood. And finally, in the fourth sentence both the verbs تَرْجِعْ and أَذْهَبْ are in the present jussive mood and it is from this usage that we say that particle إِنْ and similar other particles silence the last letters of two present tense verbs — the first verb which poses condition and the second verb which constitutes answer to the condition and hence the Arabic terminology جَوَابٌ and شَرْطٌ. However, it may be noted very carefully and once for all that all the four foregoing ways are tenable for this kind of conditional sentences.

In case of a sentence which consists of one imperative verb and the other in the present jussive mood, though it is often taken by beginners as شَرْطٌ and جَوَابُ الشَّرْطِ, however, in Arabic grammar terminology we call it طَلَبٌ and جَوَابُ الطَّلَبِ i.e. demand and answer to demand, e.g.

Open the table's drawer, you will find in it your purse. اِفْتَحْ دُرْجَ الطَّاوِلَةِ تَجِدْ فِيهِ كَيْسَكَ

In the foregoing sentence the first verb اِفْتَحْ (open) is in the imperative mood and the second verb تَجِدْ (you'll find) is in the present jussive mood and hence, the first verb اِفْتَحْ is the demand (order/ request) i.e. طَلَبٌ and تَجِدْ is the answer to the demand (order/ request) and the sentence falls in the category of طَلَبٌ and جَوَابُ الطَّلَبِ as very distinct from the شَرْطٌ and جَوَابُ الشَّرْطِ.

In some cases, in the conditional sentences that begin with إِنْ the answer to the condition begins with فَ, e.g. If he gives you food, then you should eat it. إِنْ قَدَّمَ لَكَ الطَّعَامَ فَتَأْكُلْهُ

In the sentence above فَ has been translated as 'then'. It is often so.

It may also be noted here that an unlikely condition is obtained by using the particle **لَوْ** often followed by **لَئِنْ**, e.g

If I were present,

لَوْ كُنْتُ مَوْجُودًا

I would have done justice to you.

لَأَنْصِفَنَّكَ

If you had come five minutes before, you would have met your friend.

لَوْ كُنْتُ حَضَرْتُ قَبْلَ خَمْسِ دَقَائِقَ  
لَقَابَلْتُ صَدِيقَكَ

However, there are always simpler ways to give expression to these kinds of meanings that you would learn with the passage of time.

Exercises:

(1) Translate into Arabic:

Last Sunday, in the morning at about 9.00 am, I was all set to go out that my phone rang. I took the call. It was my friend and classmate Rizwan. After formal enquiries about health and family Rizwan said: Ravi you know, our examinations are fast approaching. My father has told me: If you pass I will give you a new watch and if you fail I will stop your monthly pocket allowance for the year. I thought we should make a programme for combined studies. Why don't you come to Joseph's house in the afternoon. If we meet, we can make our future programme of studies. I said: If you come there, I will also come about 3.00 PM. I said: I wish shyam were not ill these days. If he were with us, we would have solved maths problems easily. He is really good. Rizwan said: Don't worry! He will soon be all right. When he returns home from the hospital, we will contact him and take his help. He said: Good, we will meet at Joseph's place (house) at 3.00 PM and till then bye! I said: Good bye. In the meantime my mother entered the room and I told her about our programme for studies, she was happy. She said: Work hard. This time you should get first division. If you get first division, I will give you money to buy your cricket set. I said: Please give me ten rupees now for transport. She said: Open the drawer, you'll find money.

## (2) Translate into English:

أَنَا وَلَدٌ يُطْلَقُ عَلَى وَلَدٍ كَسْلَانٍ حَيْثُ أَتَيْتُ دَائِمًا أُوجَلُ عَمَلِي إِلَى وَقْتِ آخِرٍ. لَا أَوْدُ أَدَاءَ وَاجِبِي فِي وَقْتِهِ وَحَتَّى لِلْمَدْرَسَةِ أَتَاخَّرَ فِي كُلِّ يَوْمٍ تَقْرِيبًا. وَبِالنَّاتِجَةِ يَقُوتُنِي بَعْضُ الدُّرُوسِ وَلَا أَجْتَازُ فَضْلًا فِي أَقَلِّ مِنْ عَامَيْنِ. دَائِمًا أَتَكَاسَلُ حَتَّى فِي الْقِيَامِ مِنَ النَّوْمِ وَقَلَّمَا أَتَحَمَّمُ قَبْلَ الذَّهَابِ إِلَى الْمَدْرَسَةِ. لَقَدْ سَتِمَ مِنِّي كُلُّ شَخْصٍ فِي الْبَيْتِ وَكَذَلِكَ فِي الْمَدْرَسَةِ. وَلَكِنِّي هَذِهِ الْمَرَّةَ قَبْلَ اسْتَبْرَاحِ اسْبَابِ مَرَضِي وَأَخَذُونِي إِلَى الْمَشْفَى وَأَدْخَلُونِي فِيهِ. قَدِيمَ الدَّكَاتِيرَةِ لِمُعَايِنَتِي وَوَجَدُونِي وَسَخًا. وَقَالُوا رَبُّمَا هُوَ السَّبَبُ وَالْكَسَلُ أَخَذَ ثَمَنَهُ فِي صِحَّتِي. قَالُوا لِي: يَنْبَغِي أَنْ تُغَيِّرَ عَادَاتِكَ. يَلْزَمُ أَنْ تَسْتَقِظَ مُبَكَّرًا وَتَخْرُجَ لِلنَّزْهَةِ لِأَنَّكَ إِذَا خَرَجْتَ فِي الصَّبَاحِ الْبَاكِرِ تَسْتَنَشِقُ الْهَوَاءَ الصَّافِي الْخَالِي مِنَ التَّلَوُّثِ وَيَلْزَمُ أَنْ تَتَحَمَّمُ كُلَّ صَبَاحٍ قَبْلَ الذَّهَابِ إِلَى الْمَدْرَسَةِ. إِنْ فَعَلْتَ ذَلِكَ يُخْبِرُكَ الزُّمَلَاءُ وَالْإِسَاتِذَةُ وَمَتَى يُخْبِرُكَ الزُّمَلَاءُ يَغْتَنُوا بِكَ أَكْثَرَ وَيُسَاعِدُونَكَ فِي إِتِمَامِ الْوَاجِبِ الْمَدْرَسِيِّ. وَمَنْ يُتِمِّمِ الْوَاجِبَ الْمَدْرَسِي يَنْجَحُ فِي الْإِمْتِحَانِ وَ مَنْ يَنْجَحُ فِي الْإِمْتِحَانِ يَكُنْ مُسْتَقْبَلُهُ حَسَنًا. فَعَرَفْتُ أَنَّ سَبَبَ فَشْلِي يَكْمُنُ فِي كَسَلِي. لَوْ لَمْ يَكُنْ كَسَلِي لَمَا ضَيَعْتُ سِنِينَ. شَعَرْتُ بِالنَّدَمِ فَقَالَ لِي وَالِدِي: لَا بَأْسَ. افْتَحْ بَابًا جَدِيدًا فِي الْحَيَاةِ مِنَ الْيَوْمِ تَنْجَحْ فِي الْحَيَاةِ وَتَسْعَدَ.

(3) Use all the particles of condition you have known in sentences/ paragraph/s of your own.

## Glossary

To search, to look for

Purse, bag

Money

To call

Drawer (of table etc.)

To accompany

Early

To Prolong

## الكلمات العسيرة

بَحَثَ / يَبْحَثُ / بَحْثًا (عَنْ)

كَيْسٌ (SM) أَكْيَاسٌ (P)

نَقْدٌ (SM) نَقُودٌ (P)

نَادَى / يُنَادِي / مُنَادَاةً

دُرَجٌ (SM) أَدْرَاجٌ (P)

رَافِقٌ / يُرَافِقُ / مُرَافَقَةٌ

مُبَكَّرًا (Adv.)

أَطَالَ / يُطِيلُ / إطَالَةً



To stay	مَكَثَ / يَمْكُثُ / مُكُوثًا
To be closed	إِنْعَلَقَ / يَنْعَلِقُ / إِنْغِلَاقًا
To be useful, to benefit	أَفَادَ / يُفِيدُ / إِفَادَةٌ
To drop	أَسْقَطَ / يُسْقِطُ / إِسْقَاطًا
To spoil	أَفْسَدَ / يُفْسِدُ / إِفْسَادًا
Nib	سِنَّةٌ (SF) اسْنَانٌ (P)
To take out	أَخْرَجَ / يُخْرِجُ / إِخْرَاجًا
To guard, to protect	حَافِظٌ / يُحَافِظُ / مُحَافَظَةٌ (عَلَى)
Handwriting	خَطٌّ (SM)
To thank	شَكَرَ / يَشْكُرُ / شُكْرًا
To show	أَرَى / يُرَى / إِرَاءَةٌ
Report	تَقْرِيرٌ (SM) تَقَارِيرٌ (P)
School report	التَّقْرِيرُ الْمَدْرَسِيُّ
Satisfactory, pleasing	مُرَضٍ (مُرَضِيٌّ) (Adj. SM)
To fail	رَسَبَ / يَرْسُبُ / رُسُوبًا
Subject (in school)	مَادَّةٌ (SF) مَوَادُّ (P)
To appear	بَدَأَ / يَبْدُو / بَدَآئَةٌ
To work hard	اجْتَهَدَ / يَجْتَهِدُ / اجْتِهَادًا
To pass, to be successful	نَجَحَ / يَنْجَحُ / نَجَاحًا
To respect	أَكْرَمَ / يُكْرِمُ / إِكْرَامًا
To understand	فَهِمَ / يَفْهَمُ / فَهْمًا
Division, rank	دَرَجَةٌ (SF) دَرَجَاتٌ (P)
Distinction	إِمْتِيَازٌ
To offer, to give	قَدَّمَ / يُقَدِّمُ / تَقْدِيمًا
To do justice	أَنْصَفَ / يُنْصِفُ / إِنْصَافًا

To be all set, to be ready	اسْتَعِدَّ / يَسْتَعِدُّ / اسْتَعْدَادًا
All set, ready	مُسْتَعِدُّ (Adj. SM)
To go out	خَرَجَ / يَخْرُجُ / خُرُوجًا
To ring (bell/telephone)	رَنَ / يَرِنُ / رَيْنًا
Telephone	تَلْفُون (SM)
Classmate, colleague	زَمِيل (SM) زُمْلَاء (P)
Formal	رَسْمِيُّ (Adj. SM)
Enquiries	اسْتِغْلَام (SM) اسْتِغْلَامَات (P)
To approach	اقْتَرَبَ / يَقْتَرِبُ / اقْتِرَابًا
To stop (s. o.)	وَقَفَ / يُوَقِفُ / تَوَقُّفًا
Pocket money	مَضْرُوفُ الْجَيْبِ
To think	افْتَكَّرَ / يَفْتَكِرُ / افْتِكَارًا
To fail	رَسَبَ / يَرْسُبُ / رُسُوبًا
Monthly	شَهْرِيُّ (Adj. SM)
Programme	بَرْنَامَج (SM) بَرَامِج (P)
To make programme	إِعْدَادُ الْبَرْنَامَجِ / وَضْعُ الْبَرْنَامَجِ
To prepare (s. th.)	أَعَدَّ / يُعِدُّ / إِعْدَادًا
To lay out, to put	وَضَعَ / يَضَعُ / وَضْعًا
Combined, joint	مُشْتَرَك (VN/ Adj. SM)
Future i.e. Pertaining to future	مُسْتَقْبَلِيُّ (Adj. SM)
I wish	يَا لَيْتَ
To want, to wish	وَدَّ / يُوَدُّ / وَدًّا
To solve	حَلَّ / يَحْلُلُ / حَلًّا
Problem	مُشْكِلَةٌ (SF) مَشَاكِلُ (P)
Mathematical/ pertaining to mathematics	رَبَاطِيُّ (Adj. SM)

Mathematics/ maths	عِلْمُ الرِّيَاضِيَّاتِ
Good	جَيِّدٌ (Adj. SM)
Really	حَقًّا (Adv.) / فِي الْوَاقِعِ
To worry	قَلِقَ / يَقْلُقُ / قَلَقًا
To be right, to improve	تَحَسَّنَ / يَتَحَسَّنُ / تَحَسُّنًا
To return	رَجَعَ / يَرْجِعُ / رُجُوعًا
To return	عَادَ / يَعُودُ / عَوْدَةً
Hospital	مَشْفَى (SM) مَشَافِي (مَشَافٍ) (P)
To contact	اتَّصَلَ / يَتَّصِلُ بِ / اتِّصَالًا
To take help	اسْتَعَانَ / يَسْتَعِينُ / اسْتِعَانَةً
We will take his help.	نَأْخُذُ مُسَاعَدَتَهُ
To meet, to assemble	اجْتَمَعَ / يَجْتَمِعُ / اجْتِمَاعًا
Bye	مَعَ السَّلَامَةِ
In the meantime	فِي نَفْسِ الْوَقْتِ
Study	دِرَاسَةٌ (SF) دِرَاسَاتٌ (P)
Revision (of lesson)	مُذَاكَرَةٌ (SF)
Happy	سَعِيدٌ (Adj. SM) سَعْدَاءُ (P)
First division	جَيِّدٌ جَدًّا / الدَّرَجَةُ الْأُولَى
Second division	جَيِّدٌ / الدَّرَجَةُ الثَّانِيَةُ
Third division	مَقْبُولٌ / الدَّرَجَةُ الثَّالِثَةُ
Cricket set	أَدَوَاتُ الْكِرِيكِتِ
Money, fils	فِلَسٌ (SM) فُلُوسٌ (P)
Rupee/ Rs.	رُوبِيَّةٌ (SF) رُوبِيَّاتٌ (P)
Transport	نَقْلٌ

For transport	لِلنَّقْلِ
To call	أَطْلَقَ / يُطْلِقُ عَلَى
Lazy	كُسْلَانُ (Adj. SM) كُسَالَى (P)
As, because	حَيْثُ
Always	دَائِمًا
To postpone	أَجَلَ / يُؤَجِّلُ / تَأْجِيلًا
Performance	أَدَاءٌ
Duty; assignment	وَاجِبُ (SM) وَاجِبَاتُ (P)
Almost	تَقْرِيْبًا
As a result	بِالنَّاتِجَةِ
To miss	فَاتَ / يَفُوتُ / فَوَاتًا
I miss some lesson	يَفُوتُنِي بَعْضُ الدُّرُوسِ
To Pass	إِجْتَازَ / يَجْتَازُ / إِجْتِيَازًا
Class	فَضْلُ (SM) فُصُولُ (P)
To be lazy	تَكَاسَلَ / يَتَكَاسَلُ / تَكَاسُلًا
Hardly	قَلَمًا
To take bath	تَحَمَّمَ / يَتَحَمَّمُ / تَحَمُّمًا
To be sick with, to be tired with	سِمْ / يَسَامُ / سَامَةً
To fall sick	مَرَضَ / يَمْرَضُ / مَرَضًا
To admit	أَدْخَلَ / يُدْخِلُ / إِدْخَالًا
Doctor	دُكْتُورُ (SM) دَكَايِرَةُ (P)
Doctor	طَبِيبُ (SM) أَطِبَاءُ (P)
To see, to check	عَايَنَ / يَعَايِنُ / مُعَايَنَةً
Dirty	وَسِخَ (Adj. SM)

Perhaps	رُبَّمَا
Has taken its toll in my health	أَخَذَ ثَمَنَهُ فِي صِحَّتِي
To breathe	إِسْتَنَشَقَ / يَسْتَنَشِقُ / إِسْتِنَشَاقًا
Pure air	الهِوَاءُ الصَّالِي
Devoid of	خَالِي (خَالٍ) مِنْ (Adj. SM)
Pollution	تَلَوُّثٌ
To be necessary, must	لَزِمَ / يَلْزِمُ / لَزُومًا
To care for, to take care of	إِغْتَنَى / يَغْتَنِي / إِغْتِنَاءٌ بِـ
To complete, to finish	أَتَمَّ / يُتِمُّ / إِتْمَامًا
Future	مُسْتَقْبَلٌ
Good	حَسَنٌ
Failure	فَشَلٌّ / رُسُوبٌ
Laziness	كَسَلٌ
To be hidden, to hide	كَمَنَ / يَكْمُنُ / كُمُونًا
To waste	ضَيَّعَ / يُضَيِّعُ / تَضْيِيعًا
Year	سَنَةٌ (SF) سِنُونٌ / سَنَوَاتٌ (P)
To feel	شَعَرَ / يَشْعُرُ

## Grammar At Finger Tips

### Things to remember

#### Arabic Verb:

As Mentioned earlier, majority of Arabic verbs are trilateral. It is from these trilateral verbs that a variety of derived verbs is extracted by doubling the second letter of the verb, or by prefixing or interfixing one, two or three letters. Let us take for example **فَعَلَ**.

**فَعَلَ** as can be seen is a trilateral verb i.e. a verb which consists of three original letters. Hereinbelow a list of derived forms of verbs is provided:

- Form I: **فَعَلَ** original verb.
- Form II: **فَعَّلَ** 2nd letter is doubled.
- Form III: **فَاعَلَ** Alif is interfixed after the first letter.
- Form IV: **أَفْعَلَ** Alif is prefixed i.e. placed before the first letter.
- Form V: **تَفَعَّلَ** Ta is prefixed i.e. placed before the first letter and the second original letter is doubled.
- Form VI: **تَفَاعَلَ** Ta is prefixed i.e. placed before the first letter and alif is interfixed after the first original letter.
- Form VII: **إِنْفَعَلَ** Alif and noon are prefixed i.e. placed before the first letter.
- Form VIII: **إِفْعَلَ** Alif is prefixed i.e. placed before the first letter and Ta is interfixed after the first letter.
- Form IX: **إِفْعَّلَ** Alif is prefixed i.e. placed before the first letter and last letter is doubled.
- Form X: **اِسْتَفْعَلَ** Alif, Seen and Ta are prefixed i.e. placed before the first letter.

## Notes:

- (1) Practically, we can not extract all the derived forms from any given triliteral verb.
- (2) Each derived form has a semantic charactersitic or two attached to it.

## General features of derived forms of verbs:

Form II:	Allocates the meaning to transitive e.g.	
	To tear	مَزَّقَ / يُمَزِّقُ / تَمَزَّقَا
Form III:	Allocates the meaning to do something together, e.g.	
	To fight some one	قَاتَلَ / يُقَاتِلُ / مُقَاتَلَةٌ
Form IV:	Allocates the meaning to causative, e.g.	
	To seat, to cause to sit	أَجْلَسَ / يُجْلِسُ / إِجْلَاسًا
Form VI	Allocates the meaning to mutuality of action, e.g.	
	To fight one another	تَقَاتَلَ / يَتَقَاتَلُ / تَقَاتُلًا
Form VII:	Allocates the verb to reflexive meaning, e.g.	
	To be broken	انْكَسَرَ / يَنْكَسِرُ / انْكِسَارًا
Form VIII:	Allocates the meaning to intransitive or reflexive, e.g.	
	To abstain	امْتَنَعَ / يَمْتَنِعُ / اِمْتِنَاعًا
Form IX :	Allocates the meaning to colour or physical defect, e.g.	
	To turn red	اخْمَرُ / يَخْمَرُ / إِخْمَرَارًا
Form X:	Allocates the meaning to asking, e.g.	
	To ask s. o. to come.	اسْتَقْدَمَ / يَسْتَقْدِمُ / اسْتِقْدَامًا

These are only the general features of the derived forms of the verbs. Dictionary should be consulted to know the right meaning/s of the verb.

## Some Small Grammar Points:

- \* **بَيْنَ** is basically a preposition which means 'between' and among etc. It also causes kasrah to the last letter of a noun it preceds thus placing the noun in the genitive case, e.g.

- (1) I entered the room and stood between the teacher and the blackboard  
دَخَلْتُ الْفَضْلَ وَوَقَفْتُ بَيْنَ الْمُدْرَسِ وَالسُّبُورَةِ
- (2) I sowed discord between the father and his son  
زَرَعْتُ الْخِلَافَ بَيْنَ الْوَالِدِ وَوَلَدِهِ
- (3) I sat between the two friends جَلَسْتُ بَيْنَ الصَّدِيقَيْنِ
- (4) There was long distance between me and my brother  
كَانَتْ الْمَسَافَةُ طَوِيلَةً بَيْنِي وَبَيْنَ أَخِي
- (5) Who was sitting between you and her in the church?  
مَنْ كَانَ جَالِسًا بَيْنَكَ وَبَيْنَهَا فِي الْكَنِيسَةِ؟

Note carefully that when **بَيْنَ** is followed by a personal attached pronoun indicating your, his etc, then in that case **بَيْنَ** is repeated as you can see in sentences 4 & 5 and when **بَيْنَ** is used with nouns, it is not repeated as is the case with sentences 1, 2 & 3. **بَيْنَ** is indeclinable.

\* **كُلُّ** is a noun which means among other things 'all' and 'each'. It also functions like a preposition and invariably places the noun it preceds in the genitive case. When it has to be used to mean 'each', it is placed in construct position before a singular noun without the definite article **الـ** and it would also decline normally according to the case, e.g.

- (1) Each student came for the class. قَدِمَ كُلُّ طَالِبٍ لِلْفَضْلِ
- (2) I spoke to each student in the class كَلَّمْتُ كُلَّ طَالِبٍ فِي الْفَضْلِ
- (3) I advised each student in the class أَشَرْتُ عَلَى كُلِّ طَالِبٍ فِي الْفَضْلِ

In the meaning of 'all' **كُلُّ** is placed before a plural noun bedecked with the definite article **الـ** or before a plural pronoun, or the noun that may be ascribed to another noun and thus defined, e.g.

- (1) All the students attended the class حَضَرَ كُلُّ الطُّلَّابِ الْفَضْلَ
- (2) All the students of the class attended the prize distribution function حَضَرَ كُلُّ طُلَّابِ الْفَضْلِ حَفْلَةَ تَوْزِيعِ الْجَوَائِزِ
- (3) I saw all of them eating their lunch رَأَيْتُ كُلَّهُمْ يَأْكُلُونَ غَدَائَهُمْ
- (4) I went to all of them one by one دَهَبْتُ إِلَى كُلِّهِمْ وَاحِدًا وَاحِدًا



- \* **كِلَا** and **كِلْتَا** are nouns meaning both for masculine & feminine respectively. They fall in the category of indeclinable nouns i.e. to say that their terminal alifs don't change in any of the three cases i.e. **كِلَا** & **كِلْتَا** remain unchanged in the nominative, accusative & genitive cases. For example:

- A. (1) Both the boys came **قَدِمَ كِلَا الْوَلَدَيْنِ** : الف  
 (2) I saw both the boys **رَأَيْتُ كِلَا الْوَلَدَيْنِ**  
 (3) I sat with both the boys **جَلَسْتُ مَعَ كِلَا الْوَلَدَيْنِ**
- B. (1) Both the girls came **قَدِمَتْ كِلْتَا الْبَنَتَيْنِ** : ب:  
 (2) I saw both the girls **رَأَيْتُ كِلْتَا الْبَنَتَيْنِ**  
 (3) I sat with both the girls **جَلَسْتُ مَعَ كِلْتَا الْبَنَتَيْنِ**

Note that the alifs of **كِلَا** and **كِلْتَا** have not changed. Note also that **كِلَا** and **كِلْتَا** are always placed in construct position with a dual noun.

Note also that alifs of **كِلَا** and **كِلْتَا** remain unchanged only when they are ascribed to nouns as shown above. However, when **كِلَا** and **كِلْتَا** are ascribed to dual possessor personal pronouns, they decline as follows:

- A. (1) Both of them (M. D.) came **قَدِمَ كِلَاهُمَا** : الف  
 (2) I saw both of them (M.D.) **رَأَيْتُ كِلَيْهِمَا**  
 (3) I sat with both of them (M.D.) **جَلَسْتُ مَعَ كِلَيْهِمَا**
- B. (1) Both of them (F.D.) came **قَدِمَتْ كِلَتَاهُمَا** : ب:  
 (2) I saw both of them (F.D.) **رَأَيْتُ كِلَتَيْهِمَا**  
 (3) I sat with both of them (F.D.) **جَلَسْتُ مَعَ كِلَتَيْهِمَا**

The predicate or verb that follows **كِلَا** and **كِلْتَا** for some reason may be dual as generally maintained or singular. For example:

Both of them are present

**كِلَاهُمَا مَوْجُودَانِ** or **مَوْجُودٌ**

Both the boys attended the class.

**كِلَا الْوَلَدَيْنِ حَضَرَ الْفَضْلَ** or **حَضَرَ الْفَضْلَ**

Same rule applies to **كَلَّمَا** .

\* **كَمْ** is a particle used as an interrogative and exclamative as follows:

A. When used as interrogative **كَمْ** is followed by a singular noun in the accusative case, e.g.

- |  |   |
|--|---|
| (1) How many books do you have?                    | <b>كَمْ كِتَابًا عِنْدَكَ؟</b>          |
| (2) How many teachers are there in the university? | <b>كَمْ مُدَرِّسًا فِي الْجَامِعَةِ</b> |

In its capacity as interrogative particle **كَمْ** may be followed by **مِنْ** and in this case the noun will be plural bedecked with **الـ** and in the genitive case, e.g.

- |   |   |
|---|---|
| (1) How many books do you have?                   | <b>كَمْ مِنَ الْكُتُبِ عِنْدَكَ</b>               |
| (2) How many teachers are there in the university | <b>كَمْ مِنَ الْمُدَرِّسِينَ فِي الْجَامِعَةِ</b> |

B. When used as exclamative particle **كَمْ** is followed by a singular noun in the genitive case, e.g.

- |   |   |
|---|---|
| You have so many books!                       | <b>كَمْ كِتَابٍ عِنْدَكَ!</b>           |
| There are so many teachers in the university! | <b>كَمْ مُدَرِّسٍ فِي الْجَامِعَةِ!</b> |

\* **سَوْفَ** defines the meaning of present imperfect in the near future and **سَوْفَ** defines the meaning of the present imperfect in the (distant) future, e.g.

- |                                  |  |
|----------------------------------|--|
| (1) I go to the school           | <b>أَذْهَبُ إِلَى الْمَدْرَسَةِ</b>        |
| (2) I will soon go to the school | <b>سَأَذْهَبُ إِلَى الْمَدْرَسَةِ</b>      |
| (3) I will go to the school      | <b>سَوْفَ أَذْهَبُ إِلَى الْمَدْرَسَةِ</b> |

\* **أَخَذَ** (and similar verbs) followed by the present indefinite verb modifies the meaning 'to begin' and the meaning of the verb that follows **أَخَذَ** e.g.

- |                   |                        |
|-------------------|------------------------|
| He began to eat   | <b>أَخَذَ يَأْكُلُ</b> |
| He began to write | <b>أَخَذَ يَكْتُبُ</b> |

\* **يَعْمَلُ** followed by the infinitive form of verb changes the meaning to passive in present and future as follows:

- |  |   |
|--|---|
| (1) Goats are slaughtered for eating                         | يَتِمُّ ذَبْحُ الشَّيَاةِ لِلْأَكْلِ  |
| (2) The students will be sent<br>to London next month.       | سَوْفَ يَتِمُّ إِزْسَالُ الطُّلَبَةِ<br>إِلَى لُنْدُنَ فِي الشَّهْرِ الْقَادِمِ |
| (3) The restrictions shall be removed in<br>the near future. | سَتَتِمُّ إِزَالَةُ الْقَيْودِ<br>فِي الْقَرِيبِ الْعَاجِلِ                     |

تَمَّ followed by infinitive modifies the meaning in the past passive voice e.g.

- |   |  |
|---|--|
| (1) The goats were slaughtered for the feast. | تَمَّ ذَبْحُ الشَّيَاةِ لِلْوَلِيمَةِ        |
| (2) Yes, all the mistakes have been removed.  | نَعَمْ، تَمَّتْ إِزَالَةُ كُلِّ الْأَخْطَاءِ |

\* **فَعَّالٌ** pattern is generally used for indicating that the person does some work as his profession, e.g. while from **خَاطَ** he stitched or sewed **خَائِطٌ** would mean some one who stitches, but **خَيَّاطٌ** would mean some one who stitches necessarily as a professional. Nouns for all professionals will be drawn or cast on this pattern.

\* We have talked about imperative verbs and how they are made from triliteral and derived forms of verbs. We have also known that imperative is made only from the second person verbs. It may also be noted that imperative is also used as request and surely when it is modified by using **مِنْ فَضْلِكَ** or some other such expression, e.g.

- |                     |                        |
|---------------------|------------------------|
| (1) Go or please go | إِذْهَبْ               |
| (2) Please go       | إِذْهَبْ مِنْ فَضْلِكَ |

In some way or other we also convey our order or request or intention to the III & the I persons, e.g. we might say: let him do this & let me eat. To achieve this meaning in Arabic we use **لِ** with kasrah and term this **لِ** as **لِ** of imperative i.e. **لَامُ الْأَمْرِ**. This **لِ** causes all those alterations to the verb that obtain in imperative e.g.

- |   |                                 |
|---|---------------------------------|
| (1) Let him go to the class.            | ١. لِيَذْهَبْ إِلَى الْفَضْلِ   |
| (2) Let them (2-men) go to the class.   | ٢. لِيَذْهَبَا إِلَى الْفَضْلِ  |
| (3) Let them (all men) go to the class. | ٣. لِيَذْهَبُوا إِلَى الْفَضْلِ |
| (4) Let her go to the class.            | ٤. لِيَذْهَبِ إِلَى الْفَضْلِ   |

(5) Let them (2-women) go to the class.

٥. لَتَذْهَبَا إِلَى الْفَضْلِ

(6) Let them (all women) go to the class.

٦. لِيَذْهَبْنَ إِلَى الْفَضْلِ

(7) Let me go to the class.

٧. لِأَذْهَبْ إِلَى الْفَضْلِ

(8) Let us go to the class.

٨. لِنَذْهَبْ إِلَى الْفَضْلِ

This ل of imperative can also similarly be used with the verbs of the second person, e.g.

You go or let you go لَتَذْهَبْ

All you (women) go or Let you all (women) go لَتَذْهَبْنَ

Often this ل is preceded by ف with Fathah without prejudice to the meaning, e.g. فَلْيَذْهَبْ. In this case ل is silenced.

\* ل with kasrah is also used to modify the meaning of the present indefinite to infinitive. In this case it causes Fathah to the terminal letter of the present indefinite verbs. It also causes all the noons i.e. ن to drop except in the case of II & III persons plural feminine, e.g.

(1) He came to attend the meeting.

١. قَدِمَ لِيَحْضُرَ الْإِجْتِمَاعَ.

(2) They (2-men) came to attend.  
the meeting

٢. قَدِمَا لِيَحْضُرَا الْإِجْتِمَاعَ.

(3) They (all men) came to  
attend the meeting.

٣. قَدِمُوا لِيَحْضُرُوا الْإِجْتِمَاعَ.

(4) She came to attend the meeting

٤. قَدِمَتْ لِيَحْضُرَ الْإِجْتِمَاعَ.

(5) They (2-women) came to attend the  
meeting

٥. قَدِمَتَا لِيَحْضُرَا الْإِجْتِمَاعَ

(6) They (all women) came to attend  
the meeting

٦. قَدِمْنَ لِيَحْضُرْنَ الْإِجْتِمَاعَ

(7) You (1 man) came to attend the  
meeting

٧. قَدِمْتَ لِيَحْضُرَ الْإِجْتِمَاعَ

(8) You (2men) came to attend the  
meeting

٨. قَدِمْتُمَا لِيَحْضُرَا الْإِجْتِمَاعَ

- (9) You (all men) came to attend the meeting
- (10) You (1 woman) came to attend the meeting
- (11) You (2 women) came to attend the meeting
- (12) You (all women) came to attend the meeting
- (13) I came to attend the meeting
- (14) We came to attend the meeting.

٩. قَدِمْتُمْ لِتَحْضُرُوا الْإِجْتِمَاعَ
١٠. قَدِمْتَ لِتَحْضُرِي الْإِجْتِمَاعَ
١١. قَدِمْتُمَا لِتَحْضُرَا الْإِجْتِمَاعَ
١٢. قَدِمْتُنَّ لِتَحْضُرْنَ الْإِجْتِمَاعَ
١٣. قَدِمْتُ لِأَحْضُرَ الْإِجْتِمَاعَ
١٤. قَدِمْنَا لِنَحْضُرَ الْإِجْتِمَاعَ

We also know this ل as ل of cause or causative ل. There are few more particles that modify the verb similarly e.g. لِكَيْ / كَيْ / حَتَّى / أَنْ. At times the verbs thus modified may be translated as 'so that', 'in order to' etc. e.g.

- (1) I came so that I can attend or I came in order to attend
- (2) I came so that I can attend

قَدِمْتُ لِأَحْضُرَ

قَدِمْتُ حَتَّى أَحْضُرَ

The particle لَنْ modifies the verb as the ل of imperative and its sisters and the meaning in future negative emphatic, e.g.

- (1) I will never attend the meeting
- (2) They (men) will never attend the meeting
- (3) You (women) will never attend the meeting

لَنْ أَحْضُرَ الْإِجْتِمَاعَ

لَنْ يَحْضُرُوا الْإِجْتِمَاعَ

لَنْ تَحْضُرْنَ الْإِجْتِمَاعَ

\* The particle مَا in addition to its other uses as mentioned earlier, is also used to indicate exclamation while at the same time it places the adjective of the comparative degree and the noun qualified by this adjective in the accusative case, e.g.

- (1) How handsome the boy is!
- (2) How difficult the game is!
- (3) How intelligent the teachers are!
- (4) How beautiful the girls are!

مَا أَحْسَنَ الْوَلَدَ!

مَا أَصْعَبَ اللَّغْبَةَ!

مَا أَذْكَى الْأَسَاتِذَةَ!

مَا أَجْمَلَ الْبَنَاتِ!

\* Remember that the sound plural feminine takes only kasrah in the accusative case also.

\* There is a term in Arabic grammar known as **بَدَل مُبَدَّل مِنْهُ** (Badal Mobdal Minho) i.e. a second noun substituting the first noun. In this case the case of the **بَدَل** i.e. the substituting noun shall be the same as that of the noun which is substituted, e.g.

(1) The peon came his son i.e. the قَدِمَ الْفَرَّاشُ وَلَدَهُ  
peon's son came

(2) I saw the peon his son i.e. رَأَيْتُ الْفَرَّاشَ وَلَدَهُ  
I saw the peon's son

It may be **بَدَلُ الْكُلِّ** i.e. one whole substituting the noun as above and it may be a part substituting a whole and thus known as **بَدَلُ الْجُزْءِ** or the partitive substitute, e.g.

I wounded the boy his eye i.e. جَرَحْتُ الْوَلَدَ عَيْنَهُ  
I wounded the boy's eye

\* Particle **إِمَّا** followed by **أَوْ** is used in the meaning of 'either—or', e.g.

Either you will stay with us in London إِمَّا تُقِيمُ عِنْدَنَا فِي لُنْدُنْ  
or I will not visit you next month. أَوْ لَنْ أَزُورَكَ فِي الشَّهْرِ الْقَادِمِ.

Generally in the spoken Arabic **إِمَّا**, may be followed by **إِمَّا** to mean either—or

\* **لَعَلَّ** and **لَكِنَّ**, **لَيْتَ**, **كَأَنَّ**, **أَنَّ**, **إِنَّ** are particles that place the nouns that follow them in the accusative case, e.g.

(1) The teacher is present in the class	<span style="float: right;">إِنَّ الْمُدْرَسَ مَوْجُودٌ فِي الْفَضْلِ</span>
(2) He informed me in writing	<span style="float: right;">بَلَّغَنِي كِتَابَةً</span>
that his father is sick/unwell	<span style="float: right;">أَنَّ وَالِدَهُ مَرِيضٌ</span>
(3) It seems as if the student will not be	<span style="float: right;">يَبْدُو كَأَنَّ الطَّالِبَ لَا</span>
successful in the examination	<span style="float: right;">يَنْجَحُ فِي الْإِمْتِحَانِ</span>
(4) I wish his father were present	<span style="float: right;">لَيْتَ وَالِدَهُ مَوْجُودًا</span>
(5) The boy is short but the girl is tall	<span style="float: right;">الْوَلَدُ قَصِيرٌ وَلَكِنَّ الْبِنْتَ طَوِيلَةٌ</span>
(6) Perhaps the teacher will not	<span style="float: right;">لَعَلَّ الْمُدْرَسَ لَا يَحْضُرُ غَدًا</span>
come tomorrow.	

- \* Slogans like 'long live the king', and wishing good or bad are expressed vide past tense verbs though this may not be considered unflinching rule, e.g.

(1) Long live the president!

عَاشَ الرَّئِيسُ!

(2) Death on the wrongdoer!

مَاتَ غَاطِلُ السُّوءِ!

(3) May Allah bless (you)!

بَارَكَ اللَّهُ

(4) May Allah help you!

كَانَ اللَّهُ فِي عَوْنِكَ

However, present indefinite tense verb may also be used some times, e.g.

(5) May Allah destroy your house!

اللَّهُ يُخَرِّبُ بَيْتَكَ

or May you be doomed!

- \* مَبْنِي i.e. indeclinable is a word that carries a certain (short) vowel which never changes in any case. e.g. أَمْسٍ is an indeclinable noun and this kasrah does not change, come what may. Similarly, there are other nouns and verbs etc., which remain static even when they are preceded by a causative that should ordinarily change the case-terminal.
- \* As opposed to مَبْنِي words which are not many when compared to the corpus of Arabic words, the rest are مُغَرَّب which change case terminal when it is so required for a reason, e.g. , وَلَدٌ

A boy came

قَدِمَ وَلَدٌ

I saw a boy

رَأَيْتُ وَلَدًا

I sat with a boy

جَلَسْتُ مَعَ وَلَدٍ

These مُغَرَّب words include nouns and present tense verbs. Of these the nouns are also categorised as triptotical i.e. words or nouns that inflect fully according to the case. Some of the words or nouns which do not inflect fully are categorised as untriptotical or غَيْرُ مُنْصَرِفٍ These nouns are those which do not admit nunnation & Kasrah in the genitive case, e.g. مَسَاجِدُ the plural of مَسْجِدٌ.

(1) These are mosques

هَذِهِ مَسَاجِدُ

(2) I saw the mosques

رَأَيْتُ مَسَاجِدَ

(3) I went to the mosques

ذَهَبْتُ إِلَى مَسَاجِدَ

Beside some other specified nouns, all plural nouns having alif as third letter followed by kasrah, are untriptotical. However, when these plurals are defined either by the definite article **الـ** or when placed in construct position, then in that case they accept Kasrah also, e.g.

(1) I went to the mosques

ذَهَبْتُ إِلَى الْمَسَاجِدِ

(2) I went to the mosques of the city

ذَهَبْتُ إِلَى مَسَاجِدِ الْمَدِينَةِ

Additionally, adjective of comparative degree is treated as untriptotical. All adjectives of colour and physical defect on the pattern of **أَفْعَلُ** are treated as untriptotical.

- \* In Arabic all nouns are divided into two categories i.e. (1) Masculine & (2) feminine. There is no neutral gender. All nouns may be considered as masculine gender nouns unless they specifically denote female objects. All nouns terminating with ta ʿ marboota are feminine gender nouns unless they are specifically used for masculine objects.
- \* Originally, Arabic did not have vowels or diacritical marks like we know them now as Dammah, Fathah and Kasrah, because it was restricted to the native speakers in the Arabian peninsula. However, with the arrival and spread of Islam when Arabic also came out of its enclosure and travelled to other neighbouring and far off countries where Islam was accepted as faith, it came to be learnt by 'unnatural speakers', who often committed serious mistakes in reading religious texts. This necessitated that Arabic should evolve a system to enable learners to handle it correctly and thus grammar was created which may rightly be called 'the constitution of the language', and the vowel or diacritical marks were determined as they are known today. They are Dammah—an open stomached coma above a letter, Fathah—a diagonal mark above a letter and kasrah a diagonal mark under a letter. When these marks are placed in twos, then they are called تنوين Tanween thus giving a terminal nunnation sound. When placed above or below the terminal letter of a noun, these very same vowel points are known as Raf'a, Nasb and Jarr, thus indicating cases—nominative, accusative and genitive respectively. A small circle 'o' above a letter is known as سُكُون



sokoon, and when placed above the terminal letter then it is known as جَزْم Jazm and the word/noun is considered to be in the apocopate form. The function of this vowel is to create a stop, thus becoming a part of the syllable preceding it.

- \* There are words in Arabic which contain a letter twice. In this case that letter is written only once but read twice with the help of شَدَّة Shadda which symbol is represented by a sign consisting of three teeth ( ˆ ) .
- \* All 28 letters of Arabic are known as consonants. However, ا, و, and ي function as (semi) elongative vowels while preceded by a letter carrying a vowel point representing that sound, e.g. بَا, بُو, and بِي. In case of elongative الف sound it is supposed that alif is followed by another alif, thus ا + ا and hence it is written as آ or ٱ. It may be noted that this elongated الف obtains only in the beginning of a word.
- \* When these two semi vowels i.e. و, & ي are preceded by a letter carrying a fathah, then it is called diphthong, e.g. بَوْن i.e. و preceded by fathah and thus causing a sound as in 'bowler' and بَيْن as in 'by' when ي is preceded by fathah.
- \* It has always been considered very difficult to handle correctly the prepositions in any language and it is specially difficult to handle them correctly and accurately if it is the acquired language of the user. In Arabic also it is difficult for the given reasons and due to regional differences. For example it may be فِي that is used in the meaning of 'at' in certain meaning in certain countries while عَلَى might replace it in some other countries or regions. It is suggested that the preposition ب is used to mean 'in' in the context of cities, e.g. بِدِلْهِى i.e. in Delhi and فِي is used to mean 'in' in the context of countries, e.g. فِي الْهِنْد i.e. in India. However, it is not a very hard and fast rule. These two prepositions may be used inversely in the said context. Generally, learners and scholars alike confuse the use of عَلَى and فَوْق. عَلَى means 'on', and فَوْق means 'above'. Thus neither of them would replace the other.
- \* In Arabic there are three numbers—singular, dual and plural. As explained, dual is obtained from a singular noun by adding اِن at the end of a singular noun. For example وَلَدٌ would become وَلَدَانِ. This

form is known as dual in the nominative case. In the accusative and genitive cases ان is replaced with يَن i.e. وَلَدَيْنِ.

- |   |                          |
|---|--------------------------|
| (1) Two boys came (nominative case)     | قَدِمَ وَلَدَانِ         |
| (2) I saw two boys (accusative case)    | رَأَيْتُ وَلَدَيْنِ      |
| (3) I sat with two boys (genitive case) | جَلَسْتُ مَعَ وَلَدَيْنِ |

In case of nouns terminating with Ta ۞ Marboota, the ta is written as stretched ta and joined to the alif or Ya of the dual , e.g.

- |                             |                                 |
|-----------------------------|---------------------------------|
| Nominative case             | مُدْرَسَةٌ + ان = مُدْرَسَتَانِ |
| Accusative & Genitive cases | مُدْرَسَتَيْنِ                  |

\* About the plurals, there are two kinds fo plural nouns—(1) broken plural and (2) sound plural.

(1) Broken plural is the one in which case the order of the singular word is changed and a letter or more may also have to be added anywhere in the body of the singular word, e.g. قَلَمٌ means a pen while أَقْلَامٌ is pens. Note that one alif is added in the beginning and another after the second original letter. كُتُبٌ is books. Its singular is كِتَابٌ. Note that in this case original alif after the second letter is elided and the vowel marks are changed. These are broken plurals. There are preordained patterns to mould plurals, from singular nouns, however, they are many. I consider it much easier for learners to consult dictionary/teacher to know the plural.

(2) Sound plurals are generally made from certain specified singular nouns.

(a) For masculine gender—generally all verbal nouns of active and passive voices i.e. إسم المفعول and إسم الفاعل, denoting human beings are moulded into plural by suffixing to them ون i.e. 'waw' and 'noon' preceded by dammah in the nominative case and ين i.e. 'ya' and 'noon' preceded by kasrah in the accusative and the genitive cases. For example: ظَالِمٌ 'a cruel man' is a verbal noun of active voice from triliteral verb ظَلَمَ to be cruel. Now the plural is wrought as follows:

nominative case ظَالِمٌ + وُن = ظَالِمُونَ

accusative & genitive cases ظَالِمٌ + يَنْ = ظَالِمِينَ

- (1) Torturers came  
from Central Asia

(١) قَدِمَ ظَالِمُونَ

مِنْ أَسِيَا الْوُسْطَى

- (2) I saw torturers  
from Central Asia

(٢) رَأَيْتُ ظَالِمِينَ

مِنْ أَسِيَا الْوُسْطَى

- (3) I accompanied torturers from  
Central Asia

(٣) اصْطَحَبْتُ ظَالِمِينَ

مِنْ أَسِيَا الْوُسْطَى

مَظْلُومٌ is a verbal noun of passive voice. It means 'a tortured one' i.e. 'downtrodden'.

nominative case مَظْلُومٌ + وَنَ = مَظْلُومُونَ

accusative & genitive cases مَظْلُومٌ + يَنْ = مَظْلُومِينَ

- (1) The downtrodden came  
with their complaint

(١) قَدِمَ الْمَظْلُومُونَ

بَشَكَوَاهُمْ

- (2) I saw the downtrodden  
in the room

(٢) رَأَيْتُ الْمَظْلُومِينَ

فِي الْغُرْفَةِ

- (3) I sat with the downtrodden  
in the room

(٣) جَلَسْتُ مَعَ الْمَظْلُومِينَ

فِي الْغُرْفَةِ

\* In case of verbs consisting of four or more letters, the verbal noun of active voice is wrought from its present indefinite form of III person masculine singular by eliding the symbol of present indefinite and prefixing to it meem i.e. م with dammah and the penultimate i.e. last but one letter shall invariably have/be given a kasrah, e.g.

to travel

سَافَرَ / يُسَافِرُ

traveller

مُسَافِرٌ = سَافِرٌ

nominative case

مُسَافِرٌ + وَنَ = مُسَافِرُونَ

accusative & genitive cases

مُسَافِرٌ + يَنْ = مُسَافِرِينَ

In the case of the verbal noun of passive voice the penultimate letter is invariably given a fathah, e.g.

the one who is made to travel مُسَافَرٌ

Theoretically, verbal nouns of active and passive voices can be made from

all verbs, however, practically it does not obtain.

Regarding use of verbal nouns, all rules apply as mentioned above.

(b) As regards sound plural feminine, it is generally wrought from infinite forms of verbs and feminine nouns that end with ta ة marboota, e.g.

To be safe

سَلِمَ / يَسْلَمُ / سَلَامًا  
سَلَامٌ = اِثْ = سَلَامَاتٌ

To give over, to handover,

سَلَّمَ / يَسْلُمُ / تَسْلِيمًا  
تَسْلِيمٌ + اِثْ = تَسْلِيمَاتٌ

To receive

تَسَلَّمَ / يَتَسَلَّمُ / تَسَلُّمًا  
تَسَلُّمٌ + اِثْ = تَسَلُّمَاتٌ

From nouns ending in Ta ة marboota sound plural feminine is wrought by eliding the ta ة and suffixing to the remainder اِثْ as follows:

كُرَّاسَةٌ + اِثْ = كُرَّاسَاتٌ  
مُدْرَسَةٌ + اِثْ = مُدْرَسَاتٌ

In the nominative case the ت takes dammah and in the accusative & genitive cases the ت terminates only in Kasrah, e.g.

(1) The (lady) teachers came  
from New Delhi.

(١) قَدِمَتِ الْمُدْرَسَاتُ  
مِنْ نِيودِلْهِى

(2) I saw the (lady) teacher  
in the lobby.

(٢) رَأَيْتِ الْمُدْرَسَاتِ  
فِي الرَّذْهَةِ

(3) I discussed the topic  
with (lady) teachers.

(٣) نَاقَشْتُ الْمَوْضُوعَ  
مَعَ الْمُدْرَسَاتِ

Nouns/ adjectival nouns terminating with a soft ya ي (i.e. which is not مُضَاعَف as in كُرْسِيٌّ) preceded by Kasrah is wrought into plural on the pattern of فُعَاة, e.g.

سَاعِي i.e. courier will group in سَعَاةٌ or قَاضِي i.e. judge will group in قُضَاةٌ etc.

\* Please note the following:

• To fulfil (promise)

وَفَّى / يَفِي / وَفَاءٌ

To guard

وَقَى / يَقِي / وَقَا

To be of the opinion

إِذْتَأَى / يَزْتَأِي / إِذْتِئَاءٌ

To recount, to narrate

رَوَى / يَرْوِي / رَوَايَةٌ

Verbs like in the foregoing are not many and they are not generally used because there are many other simple-lettered verbs to replace them. They are sparingly used and in any case all the fourteen patterns of conjugation are not used. Forms of such verbs which do occur in writing are generally mentioned in every good dictionary. Therefore, it is best learnt from the dictionaries.

\* It may be noted that occasionally in written Arabic and generally in spoken Arabic verbal nouns of active & passive voices function as verbs, thus affecting the nouns that follow them exactly like a verb. For example, we say:

(1) I am going to the college now.

(١) أَنَا ذَاهِبٌ إِلَى الْكُلِّيَةِ الْآنَ

(أَنَا) أَذْهَبُ إِلَى الْكُلِّيَةِ الْآنَ or

(2) I'll be heading to the office at the train's arrival time.

(٢) أَكُونُ مُتَوَجِّهًا إِلَى الْمَكْتَبِ وَقْتُ

وُضُولِ الْقِطَارِ

or سَوْفَ أَتَوَجَّهُ إِلَى الْمَكْتَبِ وَقْتُ

وُضُولِ الْقِطَارِ

(3) I present (am presenting) to you this book

أَنَا مُقَدِّمٌ لَكَ هَذَا الْكِتَابَ

(أَنَا) أَقْدِمُ لَكَ هَذَا الْكِتَابَ or

\* La of absolute denial i.e. لَا نَفَى الْجِنْسِ causes *fathah* to the noun that follows it, e.g.

There is none in the house

لَا رَجُلَ فِي الدَّارِ

I have no power to solve the problem

لَا حَوْلَ لِي لِحَلِّ الْمُسْكَلَةِ

However, when this La لَا of absolute denial is repeated then in that case it may be allowed to retain its characteristic, e.g.

There is no power and no strength except with (in) Allah.

لَا حَوْلَ وَلَا قُوَّةَ

إِلَّا بِاللَّهِ

However, generally it is used devoid of its characteristic or as it might please the user or suit the placement in writing, e.g.

لَا حَوْلَ وَلَا قُوَّةَ إِلَّا بِاللَّهِ

لَا حَوْلَ وَلَا قُوَّةَ إِلَّا بِاللَّهِ

لَا حَوْلَ وَلَا قُوَّةَ إِلَّا بِاللَّهِ

- \* Though there are designated patterns for forming nouns of place, time and instrument etc, however, they are better learnt with the passage of time and the progress in readings. Arabic dictionaries generally provide host of derived forms of words from a basic 3-lettered or 4-lettered or 5-lettered original Arabic verb. Therefore, we should rather concentrate on early and accurate use of Arabic-English dictionary to enrich our vocabulary and enhance our ability to use the Arabic language. Here are some tips to use Arabic dictionary:

Good Arabic-English dictionaries are alphabetical in a restricted way. It means that only the root letters i.e. 3 or 4 or 5 lettered verbs are entered alphabetically into Arabic- English dictionaries followed by a host of derived forms of words to the great advantage of the learner. These words are arranged systematically in order of categories of words beginning with forms of a verb generally in use followed by nouns in order of increase of number of letters except those which forms have preordained meaning derived from the verb, e.g. the active & passive participles i.e. the verbal nouns of active & passive voices may not be mentioned in the list of words under the root letters unless they have meanings different from their preordained meanings. For example فَاتَحَ , مَفْتُوحٌ , مُقَدِّمٌ , مُقَدَّمٌ , مُسْتَسْلِمٌ may not be mentioned in the dictionary. However, if active and passive participles have some specific or special or extension meaning, then only such nouns/ words find mention in the dictionaries. For example مُسْتَقْبَلٌ which would mean beside the regular meaning of active participle the additional meaning of (radio) receiver or مُسْتَقْبَلٌ would mean the facade or the front part of something or the future.

- \* In view of above it is very necessary for a learner to acquire the ability of recognising the basic root letters of a word that he would come across during his reading. On the face of it, this thing appears to be difficult.

However, if one can learn the derived forms of verbs, he may not face serious difficulty in overcoming this problem. فَعَلَ or ف, ع & ل are generally considered to be the basic lettering of a trilateral verb, e.g. in the case of ضَرَبَ or ض, ر & ب the first letter ض is said to be ف, ر is considered as ع and ب is called ل because they replace ف, ع & ل respectively of فَعَلَ which is considered to be the measurement of the trilateral basic Arabic verb. Beside the original form of the trilateral verb which may be considered as form I, the other derived forms are as follows:

Form II is obtained by doubling the second i.e. ع letter of the verb, e.g. فَعَّلَ.

Form III is obtained by inserting one elongative alif ا after the first i.e. ف letter of the verb, e.g. فَاعَلَ.

Form IV is obtained by adding one consonant alif ا (which is known as Hamza also) with a *fathah* before the first i.e. the ف letter of the verb, e.g. اَفْعَلَ.

Form V is obtained by adding a ta ت with *fathah* before the first i.e. the ف letter of the verb and the second i.e. ع letter is doubled, e.g. تَفَعَّلَ.

Form VI is obtained by adding ta ت with *fathah* before the first i.e. ف letter and an elongative alif ا after the first i.e. ف letter, e.g. تَفَاعَلَ.

Form VII is obtained by adding a consonant alif ا (which is known as Hamza also) with *kasrah* and noon ن i.e. ن before the first i.e. ف letter of the verb, e.g. اِنْفَعَلَ.

Form VIII is obtained by adding a consonant alif ا with *kasrah* before the first i.e. ف letter and ta ت after the first i.e. ف letter, e.g. اِفْتَعَلَ.

Form IX is obtained by adding a consonant alif with *kasrah* and doubling the third i.e. the last letter i.e. لا ل letter of the verb, e.g. اِفْعَلَّ.

Form X is obtained by adding a consonant alif ا with *kasrah* and ت & س before the first i.e. ف letter of the verb, e.g. اِسْتَفْعَلَ.

These are the most often used forms of the verbs. There are other forms which are so rarely used that they are almost non-entities. These are forms

consisting of four and five original letters and their derivatives. They will be easy to handle by scholars with passage of time and as indicated above, their frequency is not much and in certain cases nil.

Words of foreign origin if assimilated or easy to assimilate and somehow co-related to a trilateral verb etc., then that word is mentioned under that root word otherwise it is mentioned in 'general' alphabetical order. For example the French word **كلسون** (i.e. calecon) i.e. a pair of men's drawers may be entered under **كلس** which means in form II to whitewash. The foreign word **كَلْبَش** meaning "handcuffs" is entered under general alphabetical order after **كلب**.

It may not be difficult to find the root letters of a word which consists of full number of letters as it requires and which does not consist of a weak letter or two or which has not dropped a letter or two for some grammatical/ etymological reasons. For example **ذَاهِبٌ** may be measured on **فَاعِلٌ** and **ذ**, **ه** & **ب** rightly deduced to be the original or root letters or **مَذْهَبٌ** may be measured on **مُفَعَّلٌ** or **مُسْتَعْدَمٌ** may be measured on **مُسْتَفْعَلٌ** etc. and right root letters may be found. However, words consisting of doubled letters at the terminal position may cause some difficulty in deciphering the original letters of a verb/ word. For example, **مَقَرٌّ** i.e. headquarters or **مُسْتَمَدٌّ** i.e. extracted or **فَرٌّ** i.e. run (imperative). However, they would pose no difficulty if you remember to unfold the terminal doubled letter i.e. **مَقَرٌّ** is in reality **مَقَرَّرٌ**, or **مُسْتَمَدٌّ** is **مُسْتَمَدَّدٌ** and **فَرٌّ** is **إِفْرَزٌ** and hence you can see that after banishing the additional letters you would have **قَرَرٌ** (قَرَّ), **مَدَدٌ** (مَدَّ) and **فَرَرٌ** (فَرَّ). The real difficulty is faced only in case of words which consist of some weak letter/s and/or in which case for some grammatical reasons, a letter or two are either dropped or replaced by some other/s.

For example, **حَائِطٌ** i.e. wall, in which case Hamza **ء** has actually replaced waw **و**. This word has been extracted from **حَوَّطَ**. Similarly, **إِذْكَرَ** or **إِذْكُرْ** or **إِذْكُرْ** i.e. to remember, which word has been cast on **إِفْعَلْ** pattern, however, for some morphological reasons it has been 'mutilated' as above. The imperative verb **قِ** i.e. guard, might cause some difficulty to find original letters as for some morphological reasons 2-3 letters have been dropped here. However, in most of such cases some clue can always be found to reach the right original letters of the word. For example, in case of **إِذْكَرَ** or



اَذْكُرَ, اَكْرَ, ذَكَّرَ and finally you may be led to ذَكَّرَ. Similarly, in case of اِضْطِرَابٌ i.e. disturbance or disorder, one might initially face some difficulty because in this case ط has actually replaced ت as follows:

اِفْعَالٌ / اِضْطِرَابٌ = اِضْطِرَابٌ

In such cases a little exercise shall have to be done to find the original letters of the words and we may have to look up two or three options to reach the right word mentioned as above.

Most importantly, we should know here that these morphological problems shall get solved if we are informed on this aspect of the language. Generally, conjugations of irregular verbs and/ or verbs consisting of one or two weak letters or Hamza, shall be helpful.

- \* Earlier in a lesson we have dealt with adjective— what it is and the formulae of making it etc. In certain cases adjective is also wrought by suffixing doubled ya ي i.e. ya ي with *shaddah* preceded by kasrah, e.g. مِصْرُ i.e. Egypt and مِصْرِي i.e. Egyptian. This ya ي is known as ya ي of نسبة or the ya ي of attribution.
- \* مِنْ is a preposition which generally means 'from' as in اَنَا مِنْ دِلْهِى i.e. I am from Delhi. However, it has an extension meaning "of" in expressions like "made of" e.g. 'this ring is made of gold', i.e. هَذَا الْخَاتَمُ مِنَ الذَّهَبِ. We may also say that in the sentence above the word مَصْنُوعٌ i.e. 'made' is taken away for reason of frequent use. It may be true. However, generally such meaning is expressed without using the word مَصْنُوعٌ and the meaning is straight and adequate. The word مَصْنُوعٌ can also be used and ignored as per context and need.
- \* Some tips on irregular verbs:
- \* Conjugation of regular verbs consisting of sound letters is easy to acquire and similarly it is also easy to decipher the original letters. However, verbs consisting of one or two (semi) vowels occurring anywhere in the verb do create some problem/s even for experienced people. For example verbs like وَقَى, وَلَّى, وَغَى, خَافَ, عَدَا, وَعَدَ, مَشَى, بَقِيَ etc. and many more do have irregular conjugations, though in a restricted sense. You must have observed these irregularities in the

conjugations of such sample verbs. The real problem surfaces in verbs—derived forms, where certain letter is replaced by another letter for reason that these two consecutive letters are not compatible in sound, and hence the difficulty to say them correctly. For example ضَرَبَ when cast on الفعل pattern, then this ت is changed to ط because the sound of ض is not compatible to ت whereas the sound of ط is compatible and therefore ت in اضْرَبْ and its likes shall be replaced by ط and thus written as اضْطَرَبْ. Verbs like ذَكَرَ when cast on الفعل pattern, in that case ت of اذْكَرْ may be changed to د and written اذْذَكَرْ or this original ذ may be doubled and written اذْذَكَرْ or this original ذ may be merged in the د that replaced ت and written اذْذَكَرْ. Similarly, some noun forms derived from these kinds of irregular verbs may also have to undergo some changes, For example مُضْطَرَبٌ shall be replaced by مُضْطَرَبٌ and مُدْتَبِّرٌ shall be replaced by مُدْتَبِّرٌ. These are morphological changes that have to be acquired.

- \* In order to liason a silent letter i.e. a letter with sokoon to its following, the sokoon is replaced by kasrah, e.g. when قَالَتْ [(She) said] shall have to be liasoned to its following then it will be said/read thus: قَالَتْ امْرَأَةٌ A woman said or قَالَتِ الْبَنَاتُ The girls said. In our lessons generally in such cases we have indicated this kind of liaisoning thus: قَالَتْ امْرَأَةٌ and قَالَتِ الْبَنَاتُ etc.
- \* Elongative Alif, Yaa and Waw (Serving as semi vowels) are necessarily preceded by an even vowel i.e. Alif is preceded by fathah, Yaa is preceded by kasrah and Waw is preceded by dammah and in this case these three vowels are supposed to be carrying sokoon i.e. ْ which may not necessarily be placed above them, though generally we have mentioned it in our lessons. Elongative Alif preceded by Fathah sounds 'aa' as in 'bar'. Elongative Yaa preceded by kasrah sounds 'ee' as in 'eel'. Elongative waw preceded by Dammah sounds 'oo' as in 'booze'. Similarly, in dipthong waw and Yaa both are preceded by Fathah and waw and Yaa are supposed to be carrying sokoon. In dipthong waw preceded by Fathah sounds 'ow' as in 'owl' and Yaa preceded by Fathah sounds 'ay' as in 'day' in Australian pronunciation.
- \* There is a kind of noun which is called collective noun. This noun infact

refers to a variety of things as a whole, e.g. **موز** mawz i.e. bananas or **تفاح** toffaah, i.e. apples, or **بيض** bayḍ i.e. eggs etc. To obtain a word to indicate a single piece of such items, a **ta marboota** i.e. **ة** in generally suffixed to such a noun. For example to say one banana we would say in Arabic **موزة** mawzaton, one apple would be **تفاحة** toffahaton, and **بيضة** bayḍaton would mean one egg, and so on so forth.

- \* In terms of influence of the verbs, they are generally divided in two categories i.e. (1) transitive verbs which take at the minimum one subject i.e. the doer of the action and one object i.e. receiver of the action. It is known as **متعدى** in Arabic and (2) intransitive verbs which do not take object i.e. the receiver of action. This variety of verbs is known as **لازم** in Arabic.
- \* Like in any other language, in Arabic also there are a few particles/ words which are used to connect two/ more parts of the sentence. They are known as **حُرُوف العطف** i.e. connectives or conjunctives like **وَ** wa & **أَوْ** aw etc. 'wa' means 'and', and 'aw' means 'or'. It may be noted that after these connectives the case terminal of a noun shall be the same as that of the one preceding it. For example:

**أَكَلْتُ الْعِنَبَ وَالْمَوْزَ وَالْجُرْتَقَالَ**

- \* Please note that the noun after **أَكَلْتُ** and those after the connective 'wa' serve as objects for **أَكَلْتُ** i.e. I ate grapes, bananas and oranges.

Note also that in Arabic connectives are frequently used while in English we use 'comma/s' and only at the final stage connective is used.

- \* Generally parts of the body which are in 'twos' are used as feminine. For example **يَدٌ** hand , **عَيْنٌ** eye etc. Parts of body which are not in pairs are generally treated as masculine.
- \* In Arabic generally verb has to be in consonance with its subject in gender i.e. masculine verb for masculine subject and feminine verb for feminine subject, however, if there is a particle/ word between the verb and the feminine subject then rules permit to use masculine verb. For example:

Some girls came to me      قَدِمَ إِلَى بَنَاتٍ

- \* Undefined plural nouns include the meaning (some) as above.
- \* In the case of a mixed subject i.e. where men & women together constitute a subject, then the masculine verb is used. For example:  
قَدِمَ الرِّجَالُ وَالنِّسَاءُ لِحُضُورِ الْحَفْلَةِ i.e. the men & women came to attend the function.
- \* In simple nominal sentence a common noun can not be placed at no. 1. If a common noun has to play necessarily the subject i.e. Mubtada مُبتدأ, then it has to be placed at no. 2, that is to say khabar خبر i.e. predicate shall be placed at no. 1 followed by the Mubtada i.e. subject. For example if there is need to say that "A boy is in the room" then this can be rendered in Arabic as follows:

Fil ghor fa ti (In the room)	فِي الْغُرْفَةِ
wa la don (is a boy)	وَلَدٌ
i.e. A boy is in the room.	

or

Ho naa ka (There is)	هُنَاكَ
wa la don (a boy)	وَلَدٌ
fil ghorfati (in the room)	فِي الْغُرْفَةِ

- \* The imperative verb دَعْ (from وَدَعَ) and its declensions i.e. different changing forms are used to satisfy the meaning of 'let' as in 'let me go'. To obtain this specific meaning دَعْ precedes the second verb in its required form i.e. to match the number and gender of the subject. For example دَعْني اذْهَبْ would mean 'let me go'. Different forms of دَعْ shall be handled exactly like imperative.
- \* To obtain the meaning 'begin to' we shall have to prefix اَخذ and its declensions to suit the number & gender of the subject. For example 'he began to read', would be rendered in Arabic thus: اَخَذَ يَقْرَأُ while اَخَذْتُ اَقْرَأُ would mean 'I began to read'. To obtain similar meaning in future/peresent tense we shall use the present tense form of the verb followed by the infinitive form of the verb. For example:

عِنْدَمَا يَرَانِي يَأْخُذُ فِي الْقِرَاءَةِ i.e. when he sees me, he begins to read.

Beside أَخَذَ there are a few more words in Arabic which are used similarly to obtain the meaning as mentioned in the foregoing, like بَدَأَ, طَفِقَ and خَرَعَ etc.

Meaning of 'yet' as in 'he has not come yet' is obtained by using لَمْ and/ or لَمَّا before the present tense verb as follows:

(1) Khalid has not come yet. لَمْ يَقْدَمْ خَالِدٌ بَعْدَ

or

(1) Khalid has not come yet. لَمَّا يَقْدَمْ خَالِدٌ

It may be noted that when we use لَمْ we will also use بَعْدَ to obtain the meaning of yet, however, in the case of لَمَّا the word بَعْدَ is not used.

Diminutive noun in Arabic is used for both, endearment and dislike. There are given patterns to make them from trilateral words and others. They are better learnt with the passage of time from the dictionaries.

\* Emphatic meaning of a verb is generally obtained by using the infinitive form of the verb after the required form of the verb. For example:

I beat him severely ضَرَبْتُهُ ضَرْبًا

In this case the infinitive form of the verb is always منصوب i.e. in the accusative case and it is called مفعول مطلق. Beside this, there are four more expressions which are categorised as مفعول (plural مفاعيل). They are: (1) ضَرَبَ مفعول به i.e. a noun which is used as object of the transitive verb, e.g. ضَرَبَ حَامِدٌ كَلْبًا Hamid beat a dog. In this sentence كَلْبًا serves as object of the verb 'beat' and hence it is مفعول به. (2) مفعول لاجله or مفعول له, it is generally an infinitive form of verb in the accusative case used to indicate reason or cause for performing some action, e.g.

I bowed to him out of respect. اِنْحَنَيْتُ لَهُ اِحْتِرَامًا

In the sentence above اِحْتِرَامًا is the مفعول لاجله or مفعول له.

\* This مفعول له covers two more subtitles known as (1) حال i.e. state and تمييز i.e. specification. In these two cases also the noun used shall be in the accusative case, e.g.

The boy entered the class panting  
(for breath)

(١) حال: دَخَلَ الْوَلَدُ الصَّفَّ لَاهِنًا

Be good in intention

(١) تمييز: طِبَّ نِيَّةً

(3) There is another مفعول in Arabic called مفعول معه i.e. the مفعول c accompaniment. In this case the noun in the accusative case is preceded by a waw و which is also termed as واو المعية i.e. the waw c accompaniment and hence the name مفعول معه. It is rarely used as follows in the meaning of 'by', 'with' and similar kinds of words:

I travelled by the night.

سَافَرْتُ بِاللَّيْلِ

(4) مفعول فيه is a second name for adverb of time at which some action takes place and /or adverb of place where some action takes place. Such مفعول or adverb carries fathah, e.g.

I went out for walk in the morning. خَرَجْتُ لِلنَّزْهَةِ صَبَاحًا

I travelled by land

سَافَرْتُ بَرًّا

It may be noted that such meaning is often expressed by the genitive clause i.e. the relevant noun is generally preceded by the preposition في and hence the nomenclature مفعول فيه, e.g.

I went out for walk in the morning خَرَجْتُ لِلنَّزْهَةِ فِي الصَّبَاحِ

These مفاعيل are known in Arabic grammar terminology as مفاعيل الخمسة. There are other simple ways to express such meaning as indicated above under each category. They are better learnt with the passage of time and the increasing studies in the Arabic language.

\* There is a noun known as اسم الآلة i.e. noun of instrument. They may be wrought from triliteral verbs on the patterns of مَفْعَل or مِفْعَال or فَعَّالَة, e.g. مِرْجَلٌ cauldron, مِظْطَارٌ telescope/ magnifying glass and خَلَّاطَةٌ mixer. There are many more patterns and different ways of making nouns of instrument from words consisting of more than three basic letters. Please note that they are nouns that would be better learnt and their plurals from dictionary with the increasing readings of the Arabic texts.

\* There are many ways of expressing that some one or some thing is good or bad or some one or some thing is good or bad in specific capacity.

For example we want to say: this man is good or bad as a teacher. This expression can be rendered in Arabic as follows:

This man is good as teacher.

هَذَا الرَّجُلُ جَيِّدٌ كَمَا لِمُدْرَسٍ

This man is not good as teacher.

هَذَا الرَّجُلُ لَيْسَ جَيِّدًا كَمَا لِمُدْرَسٍ

However, there are two specific words نِعَم and بَلَى which mean respectively good & bad. They are always used in III person in past tense only as نِعَم & بَلَى and the noun that follows them is invariably in the nominative case, e.g. نِعَمَ الرَّجُلُ مُدْرَسًا i.e. The man is a good teacher.

- \* The expression لَا سِيَّمَا i.e. 'especially' is considered to be a kind of exceptive which in all cases is followed by a noun in the nominative case. For example:

I was annoyed with the students,  
especially their monitor.

زَعَلْتُ مِنَ الطَّلَبَةِ  
لَا سِيَّمَا عَرِيفُهُمْ

- \* Meaning of 'already' in expressions like 'I have already read this novel' is expressed by using the verb سَبَقَ followed by the relevant form of the relevant verb preceded by أَنْ, e.g.

I have already read this novel. سَبَقَ أَنْ قَرَأْتُ هَذِهِ الرِّوَايَةَ

- \* Meaning of 'will have' or 'would have' & similar expressions is expressed by using the relevant form of the verb يَكُونُ followed by the relevant form of the relevant verb in the past tense. For example:

I would have eaten  
my breakfast before you rise  
from the sleep.

أَكُونُ لَقَدْ أَكَلْتُ  
فُطُورِي قَبْلَ قِيَامِكَ  
مِنَ النَّوْمِ

- \* Punctuation as we know presently is a relatively new phenomenon in the Arabic language. These commas, semicolons, colons & full stops etc., were non-existent in the Arabic language of the yore. It was after the arrival of Islam and subsequent upon its acceptance by the non-arabs, a pressing need was felt to dot the words and invent diacritical marks to enable the non-arabs to pronounce the Arabic words correctly and similarly punctuation marks permeated into it. Herein below a list of

names of Arabic punctuation marks is provided with their English equivalents:

(1) Full Stop	.	نُقْطَة
(2) Comma	,	الفاصِلة / الشَّوْلَة
(3) Colon	:	نُقْطَتَان
(4) Semi Colon	;	الشَّوْلَة المَنْقُوطَة or الفاصِلة المَنْقُوطَة
(5) Question Mark	?	عَلَامَة الاسْتِفْهَام
(6) Exclamation Mark	!	عَلَامَة التَّعْجُب
(7) Oblique or slash	/	الخط المائل
(8) Dash	—	شَرْطَة
(9) Between Brackets	( )	بَيْن قَوْسَيْن
(10) Quotation Marks	« »	عَلَامَتَا الاِقتِباس
(11) Suspension Points	...	عَلَامَة الحَذَف

It may be noted that all the punctuation marks are not as frequently used in Arabic as in English. They are religiously used by translators, though. Even in todays Arabic all 'commas' are generally replaced by the conjunctive waw و or Aw اء etc as the case may be.

- \* An attempt has been made to represent all patterns of verbs — those consisting of all sound letters and/ or one, two or more weak letters, in the list or appendix of conjugations. However, there may be patterns which are not represented or adequately explained or so it might appear for the learners. It may be noted that no language can ever fully be explained and /or taught through written word. We learn more and beyond the written word with the passage of time and with the increasing experience — theoretical and practical. Surely all books are important as each one might provide that the other did not. As a matter of fact conjugation of sound verbs, Hamzated verbs and other verbs consisting of one or two or more weak letters and other morphological



changes in the formation of Arabic words, is an independent and detailed branch of Arabic grammar which we intend to present in a separate book.

- \* In written Arabic some times elongaive alif is represented by an alif ʾ mark above a letter. For example: الرَّحْمَنُ
- \* It may be that generally the meaning of 'a few' or 'some' is part of a plural common noun i.e. a plural noun without ال. For example:

Some girls came to me قَدِمَتْ إِلَيَّ بَنَاتٌ

A few girls came to me

- \* There are two varieties of Hamza viz (1) همزة الوصل i.e. the Hamza that disappears when the preceding word is read/said in conjunction with it. For example:

جَلَسْتُ فِي انْتِظَارِكَ

This Hamza may be called the conjunctive or linkable Hamza. Linkable Hamza occurs in many other words.

- (2) The second variety of Hamza is called همزة القطع. This Hamza may be called the separable or the disjunctive Hamza. No preceding word can be read in conjunction with it. Reading has to be stopped at the last letter of the word preceding this Hamza and the word beginning with this Hamza has to be distinctively read with full and clear sound of Hamza. For example:

قَدِمَ الْأَسْتَاذُ وَأَخْرَجَ الْكِتَابَ

In this sentence above Hamza of أَخْرَجَ is disjunctive.

## Names of some Spices

## أَسْمَاءُ بَهَارَاتٍ

Coriander

كُزْبُرَة

Turmeric

كُرْكُم

A variety of pepper, chilly

شَطَّة

Black pepper

فلفل اسود

White pepper

فلفل ابيض

Powder

مسحوق

Cardamom

حَبَّان، حَبَّال، حَبَّال

Clove

قرنفل

Cumin

كَمُون

Spices

توابل

Spices

بهارات

Sesame

سمسم

Ginger

زنجبيل

Mustard

خردل

Cinnamon

قَرْفَة

Aniseed

ينسون

## Names of some flowers

## أَسْمَاءُ زُهُورٍ

Forget me-not

لَا تَنْسِنِي / زَهْرَة آذَان الْفَأْرِ

Lotus

لُوطُس / عَرَائِسُ الْبَحْرِ

Magnolia

مَغْنُولِيَا / مَنُولِيَا

Jasmine

يَاسْمِين

Marigold

أَذْرِيُون

Rose

وَرْد

Dahalia

دَالِيَا

Celery

كَرْنَس

Asparagus

هَلْيُون

## Names of some vegetables:

Brinjal	بَادَنَجَان
Lettuce	خَمَسَ
Green chilly	فِلْفَلْ أَخْضَر
Coriander leaf or green coriander	كُزْبُرَة خَضْرَاء
Mint	نَعْنَاع
Ladies fingers	بَامِيَا
Cabbage	مَلْفُوف
Cauliflower	قَرْنَبِيْط
Turnip	لِفْت / شَلْجَم
Beetroot	شَمَنْدَر
Potato	بَطَاطِس
Sweet potato	بَطَاطَا
Carrot	جَزَر
Radish	فِجَل
Spinach	اسْبَانِخ
Mushroom	فُطْر / عَشُّ الْغَرَاب
Head of maize/ corncob	كُوز الذرة
Peas	بِزْلَا / بِيْسَلَا
Cowpea	لُوبِيَا
Purslane	رِجْلَة / بَقْلَة حَمَقَاء
Egyptian or black bean	بَقْلَة بَارِدَة / لِبْلَاب
Tomato	طَمَاطَم
Onion	بَصَل
Garlic	ثُوم

Bottlegourd	قَرَع
Pumpkin	بَقْلِين
Parsley	بَقْلُونِس
Leek	كُرَّات
Parsnip	جَزَر اَبِيض
Colocasia	قِلْقَاس
Lemon	لَيْمُون
Zucchini	كُوسَة
Green fenugreek or fenugreek leaf	اوراق حِلْبَة
Dill	شبد / شبت
Jews mallow	ملوخية

## Names of some fruits:

## أَسْمَاءُ فَوَاكِه:

Mango	أَنْبَج / مَنْجَة
Orange	بُرْتُقَال
Watermelon	بَطِيخ
Melon	شَمَام
Plum	بُرْقُوق
Peach	خَوْخ
Pear	كُمُثْرَى
Apple	تُفَاح
Grapes	عِنَب
Banana	مَوْز
Apricot	مِشْمِش
Cherry	كُرَز / كُرْبَز
Papaya	بَابَايَا

Pineapple	آَنَاس
Mulberries	توت
Strawberry	فَرَاوَلَة
Guava	جَوَافِه
Fig	تِين
Raspberry	توت الأرض / فِرِيز
Almond	لوز
Currant	كشِمْش
Raisin	زَبِيب
Walnut	عَيْنُ الْجَمَل
Pistachio	فُسْتَق
Coconut (dry)	جَوَزُ الْهِنْد (مُجَفَّف)
Date	بَلَح
Date (dry)	بلح (مُجَفَّف)
Pulp (of seeds), kernel	لب (البذور)
Cashew	كَاشُو
Dry fruits	يَامِيش / نُقْل

## Names of some cereals

## أَسْمَاء نَبَاتَات حُبُوبِيَّة

Sorghum	سَرْغُوم
Oats	هَرطَمَان / شونان
Wheat	حِنْطَة / قَمْح
Rice	أَرْز
Lentil	عَدَس
Horsebean	فول
Peanuts	فول سودانى

Chickpea	حُمص
Barley	شَعِير
Maize	ذرة
Millet, dukhn	دُخْن

## Names of some Animals:

## أَسْمَاءُ حَيَوَانَات

Chicken	فَرَخ / فِرَاخ
Cock	دِيك / دُيُوك
Hen	دَجَاجَة
Chameleon	حَرْبَاء
Scorpion	عَقْرَب / عَقَارِب
Frog	ضِفْدَع / ضَفَادِع
Shrimp	جَمْبَرِي
Walrus	فِيلُ الْبَحْر
Dragon fly	يَغْسُوب
Wasp	زَنْبُور / زَنَابِير
Locust	جَرَاد
Bat	وَطَّوْاط
Giraffe	زَرَّافَة / زَرَّافَات
Zebra	جِمَارُ الزَّرْد
Hoopoe	هَذْهَذ
Hippopotamus	كِرْكَدَن
Elephant	فِيل / فِيلَة
Wildgoat	تَيْس
Antelope	وَعْل / وُعُول
Fox	ثَعْلَب / ثَعَالِب

Crocodile	تَمَاسِيح / تَمَاسِيح
Fish	سَمَك / أَسْمَاك
Eel	تُغْيَانُ الْمَاء
Butterfly	فَرَّاشَة / فَرَّاشَات
Shellfish	صَدَف / أَصْدَاف
Spider	عَنْكَبُوت / عَنَّاكِب
Stork	لَقْلَق / لَقَالِق
Duck	بَطَّة / بَطْ
Jackal	إِنْبُ آوَى / أَبْنَاء آوَى
Peacock	طَاوُوس / طَوَاوِيس
Quail	سُمَان / سَلَوَى
Sparrow	عُصْفُور / عَصَائِير
Bear	دُبَّ / دِبَّة
Monkey	قِرْدَة / قِرْدَة
Orangutan	إِنْسَانُ الْغَاب
Fly	ذَبَاب / ذَبَّان
Mosquito	بَعُوض
Honeybee	نَحْل
Horse	حَصَان / أَخْصِنَة
Mare/ horse	فَرَس / أَفْرَاس
Snake	تُغْيَان / تُغَايِين
Lizard	سَخْلِيَّة / سَخَالَى
Deer	ظَبْي / ظَبَاء
Hare, rabbit	أَرَنْب / أَرَانِب
Goat	شَاة / شِيَاءَة

Ram

حَمَلٌ

Camel

جَمَلٌ / جِمَالٌ

Cow

بَقَرٌ

Buffalo

جَامُوسٌ

## Days of the week

أيام الأسبوع

Day (of twenty four hours)

يَوْمٌ

Day (time from dawn to dusk)

نَهَارٌ

Night (time from dusk to dawn)

لَيْلٌ

Week

أُسْبُوعٌ

Saturday

يَوْمُ السَّبْتِ

Sunday

يَوْمُ الْأَحَدِ

Monday

يَوْمُ الْإِثْنَيْنِ

Tuesday

يَوْمُ الْاَلْاَلَاءِ

Wednesday

يَوْمُ الْارْبَعَاءِ

Thursday

يَوْمُ الْخَمِيسِ

Friday

يَوْمُ الْجُمُعَةِ

## Names of months:

أَسْمَاءُ الشُّهُورِ

ChristianArabicIslamic

يَنَايِرُ

كَانُونُ الثَّانِي

مُحَرَّمُ الْحَرَامِ

١

فَبْرَايِرُ

شُبَّاطُ

صَفَرُ الْمُظْفَرِ

٢

مَارِسُ

آذَارُ

رَبِيعُ الْأَوَّلِ

٣

إِبْرَيْلُ

يَهْسَانُ

رَبِيعُ الثَّانِي

٤

مَآيُو

أَيَّارُ

جُمَادَى الْأَوَّلَى

٥



يُونِيُو	حَزْرِيَرَان	جُمَادَى الْآخِرَةِ	٦
يُولِيُو	تَمُوز	رَجَب الْمُرَجَّب	٧
أَغُسْطُس	آب	شَعْبَانَ الْمُعَظَّم	٨
سِيَتَمْبِر	أَيْلُول	رَمَضَانَ الْمُبَارَك	٩
نُوفَمْبِر	يَشْرِينِ الْاَوَّل	شَوَّال الْمُكْرَم	١٠
أَكْتُوبِر	يَشْرِينِ الثَّانِي	ذُو الْقَعْدَةِ	١١
دِيَسَمْبِر	كَانُونِ الْاَوَّل	ذُو الْحِجَّةِ	١٢

# Appendix

## *(Conjugation Patterns)*



## Active voice conjugation-trilateral verbs-past tense

III P SM	فَعَلَ	ذَهَبَ	مَدَّ	قَالَ	خَافَ	سَرَّ	نَلَا	وَعَدَا	عَدَا	مَشَى	بَقِيَ
III P DM	فَعَلَا	ذَهَبَا	مَدَّا	قَالَا	خَافَا	سَارَا	نَالَا	وَعَدَا	عَدَا	مَشَا	بَقِيَا
III P PM	فَعَلُوا	ذَهَبُوا	مَدُّوا	قَالُوا	خَافُوا	سَارَوْا	نَالُوا	وَعَدُوا	عَدَوْا	مَشَوْا	بَقَوْا
III P SF	فَعَلَتْ	ذَهَبَتْ	مَدَّتْ	قَالَتْ	خَافَتْ	سَارَتْ	نَالَتْ	وَعَدَتْ	عَدَتْ	مَشَتْ	بَقِيَتْ
III P DF	فَعَلَا	ذَهَبَا	مَدَّتَا	قَالَا	خَافَا	سَارَتَا	نَالَا	وَعَدَتَا	عَدَتَا	مَشَتَا	بَقِيَتَا
III P PF	فَعَلْنَ	ذَهَبْنَ	مَدَدْنَ	قَلْنَ	خَفْنَ	سَرْنَ	نَلْنَ	وَعَدْنَ	عَدْنَ	مَشْنَ	بَقَيْنَ
IIP SM	فَعَلْتَ	ذَهَبْتَ	مَدَدْتَ	قُلْتَ	خَفْتَ	سَرَرْتَ	نَلَكْ	وَعَدْتَ	عَدَوْتَ	مَشَيْتَ	بَقَيْتَ
IIP DM	فَعَلْتُمَا	ذَهَبْتُمَا	مَدَدْتُمَا	قُلْتُمَا	خَفْتُمَا	سَرَرْتُمَا	نَلْتُمَا	وَعَدْتُمَا	عَدَوْتُمَا	مَشَيْتُمَا	بَقَيْتُمَا
IIP PM	فَعَلْتُمْ	ذَهَبْتُمْ	مَدَدْتُمْ	قُلْتُمْ	خَفْتُمْ	سَرَرْتُمْ	نَلْتُمْ	وَعَدْتُمْ	عَدَوْتُمْ	مَشَيْتُمْ	بَقَيْتُمْ
IIP SF	فَعَلْتِ	ذَهَبْتِ	مَدَدْتِ	قُلْتِ	خَفْتِ	سَرَرْتِ	نَلْتِ	وَعَدْتِ	عَدَوْتِ	مَشَيْتِ	بَقَيْتِ
IIP DF	فَعَلْتُمَا	ذَهَبْتُمَا	مَدَدْتُمَا	قُلْتُمَا	خَفْتُمَا	سَرَرْتُمَا	نَلْتُمَا	وَعَدْتُمَا	عَدَوْتُمَا	مَشَيْتُمَا	بَقَيْتُمَا
IIP PF	فَعَلْنِ	ذَهَبْنِ	مَدَدْنِ	قُلْنِ	خَفْنِ	سَرَرْنِ	نَلْنِ	وَعَدْنِ	عَدَوْنِ	مَشَيْنِ	بَقَيْنِ
IP SMF	فَعَلْتُ	ذَهَبْتُ	مَدَدْتُ	قُلْتُ	خَفْتُ	سَرَرْتُ	نَلْتُ	وَعَدْتُ	عَدَوْتُ	مَشَيْتُ	بَقَيْتُ
IPD PMF	فَعَلْنَا	ذَهَبْنَا	مَدَدْنَا	قُلْنَا	خَفْنَا	سَرَرْنَا	نَلْنَا	وَعَدْنَا	عَدَوْنَا	مَشَيْنَا	بَقَيْنَا



## Active voice conjugation—trilateral verbs—past tense

III PSM	أَخَذَ	يَنُتِ	سَالَ	وَأَذَ	قَرَأَ	رَأَى
III PDM	أَخَذَا	يَنُتَا	سَالَا	وَأَدَا	قَرَأَا	رَأَيَا
III PPM	أَخَذُوا	يَنُتُوا	سَالُوا	وَأَدُوا	قَرَأُوا	رَأَوْا
III PSF	أَخَذَتْ	يَنُتِشْ	سَالَتْ	وَأَذَتْ	قَرَأَتْ	رَأَتْ
III PDF	أَخَذَتَا	يَنُتَسَا	سَالَتَا	وَأَذَتَا	قَرَأَتَا	رَأَتَا
III PPF	أَخَذْنَ	يَنُتِنَ	سَالْنَ	وَأَذْنَ	قَرَأْنَ	رَأَيْنَ
II PSM	أَخَذْتُ	يَنُتِشْ	سَالْتُ	وَأَذْتُ	قَرَأْتُ	رَأَيْتُ
II PDM	أَخَذْتُمَا	يَنُتْسُمَا	سَالْتُمَا	وَأَذْتُمَا	قَرَأْتُمَا	رَأَيْتُمَا
II PPM	أَخَذْتُنَّ	يَنُتْسُنَّ	سَالْتُنَّ	وَأَذْتُنَّ	قَرَأْتُنَّ	رَأَيْتُنَّ
II PSF	أَخَذْتُ	يَنُتِشْ	سَالْتُ	وَأَذْتُ	قَرَأْتُ	رَأَيْتُ
II PDF	أَخَذْتُمَا	يَنُتْسُمَا	سَالْتُمَا	وَأَذْتُمَا	قَرَأْتُمَا	رَأَيْتُمَا
II PPF	أَخَذْتُنَّ	يَنُتْسُنَّ	سَالْتُنَّ	وَأَذْتُنَّ	قَرَأْتُنَّ	رَأَيْتُنَّ
I PS MF	أَخَذْتُ	يَنُتِشْ	سَالْتُ	وَأَذْتُ	قَرَأْتُ	رَأَيْتُ
I PD PM F	أَخَذْنَا	يَنُتْنَا	سَالْنَا	وَأَذْنَا	قَرَأْنَا	رَأَيْنَا



قَتَلَ / يَقْتُلُ / قَتَلًا

To kill

اسم المفعول	اسم الفاعل	اسم النهى	فعل الامر	مضارع مجهول	مضارع معروف	ماضي مجهول	ماضي معروف
مَقْتُولٌ	قَاتِلٌ	لَا تَقْتُلْ	اقْتُلْ	يُقْتَلُ	يَقْتُلُ	قَتِلَ	قَتَلَ
مَقْتُولَانِ	قَاتِلَانِ	لَا تَقْتُلَا	اقْتُلَا	يُقْتَلَانِ	يَقْتُلَانِ	قَتِلَا	قَتَلَا
مَقْتُولُونَ	قَاتِلُونَ	لَا تَقْتُلُوا	اقْتُلُوا	يُقْتَلُونَ	يَقْتُلُونَ	قَتِلُوا	قَتَلُوا
مَقْتُولَةٌ	قَاتِلَةٌ	لَا تَقْتُلِي	اقْتُلِي	تُقْتَلُ	تَقْتُلُ	قَتِلَتْ	قَتَلَتْ
مَقْتُولَتَانِ	قَاتِلَتَانِ	لَا تَقْتُلَا	اقْتُلَا	تُقْتَلَانِ	تَقْتُلَانِ	قَتِلْتَا	قَتَلْتَا
مَقْتُولَاتٌ	قَاتِلَاتٌ	لَا تَقْتُلْنَ	اقْتُلْنَ	تُقْتَلْنَ	تَقْتُلْنَ	قَتِلْنَ	قَتَلْنَ
				تُقْتَلُونَ	تَقْتُلُونَ	قَتِلْتُمَا	قَتَلْتُمَا
				تَقْتُلِينَ	تَقْتُلِينَ	قَتِلْتُمْ	قَتَلْتُمْ
				تَقْتُلَانِ	تَقْتُلَانِ	قَتِلْتُمَا	قَتَلْتُمَا
				تَقْتُلْنَ	تَقْتُلْنَ	قَتِلْتُنَّ	قَتَلْتُنَّ
				اقْتُلْ	اقْتُلْ	قَتِلْتُكَ	قَتَلْتُكَ
				نَقْتُلُ	نَقْتُلُ	قَتِلْنَا	قَتَلْنَا





# سَمِعَ / يَسْمَعُ / سَمِعَ

To hear, to listen

اسم المفعول	اسم الفاعل	فعل النهي	فعل الامر	مضارع مجهول	مضارع معروف	ماضي مجهول	ماضي معروف
مَسْمُوعٌ	سَامِعٌ	لَا تَسْمَعْ	إِسْمَعْ	يُسْمَعُ	يَسْمَعُ	سَمِعَ	سَمِعَ
مَسْمُوعَانِ	سَامِعَانِ	لَا تَسْمَعَا	إِسْمَعَا	يُسْمَعَانِ	يَسْمَعَانِ	سَمِعَا	سَمِعَا
مَسْمُوعُونَ	سَامِعُونَ	لَا تَسْمَعُوا	إِسْمَعُوا	يُسْمَعُونَ	يَسْمَعُونَ	سَمِعُوا	سَمِعُوا
مَسْمُوعَةٌ	سَامِعَةٌ	لَا تَسْمَعِي	إِسْمَعِي	تُسْمَعُ	تَسْمَعُ	سَمِعَتْ	سَمِعَتْ
مَسْمُوعَتَانِ	سَامِعَتَانِ	لَا تَسْمَعَا	إِسْمَعَا	تُسْمَعَانِ	تَسْمَعَانِ	سَمِعَتَا	سَمِعَتَا
مَسْمُوعَاتٌ	سَامِعَاتٌ	لَا تَسْمَعْنَ	إِسْمَعْنَ	تُسْمَعْنَ	تَسْمَعْنَ	سَمِعْنَ	سَمِعْنَ
				تُسْمَعَانِ	تَسْمَعَانِ	سَمِعْتُمَا	سَمِعْتُمَا
				تُسْمَعُونَ	تَسْمَعُونَ	سَمِعْتُمْ	سَمِعْتُمْ
				تُسْمَعِينَ	تَسْمَعِينَ	سَمِعْتِ	سَمِعْتِ
				تُسْمَعَانِ	تَسْمَعَانِ	سَمِعْتُمَا	سَمِعْتُمَا
				تُسْمَعْنَ	تَسْمَعْنَ	سَمِعْتُنَّ	سَمِعْتُنَّ
				أَسْمَعُ	أَسْمَعُ	سَمِعْتُ	سَمِعْتُ
				نَسْمَعُ	نَسْمَعُ	سَمِعْنَا	سَمِعْنَا



## سَالَ يَسْأَلُ سَوَالًا

To question, to ask

اسم المفعول	اسم الفاعل	فعل النهى	فعل الامر	مضارع مجهول	مضارع معروف	ماضى مجهول	ماضى معروف
مَسْئُولٌ	سَائِلٌ	لَا تَسْأَلْ	إِسْأَلْ	يُسْأَلُ	يَسْأَلُ	سُئِلَ	سَالَ
مَسْئُولَانِ	سَائِلَانِ	لَا تَسْأَلَا	إِسْأَلَا	يُسْأَلَانِ	يَسْأَلَانِ	سُئِلَا	سَالَا
مَسْئُولُونَ	سَائِلُونَ	لَا تَسْأَلُوا	إِسْأَلُوا	يُسْأَلُونَ	يَسْأَلُونَ	سُئِلُوا	سَالُوا
مَسْئُولَةٌ	سَائِلَةٌ	لَا تَسْأَلِي	إِسْأَلِي	تُسْأَلُ	تَسْأَلُ	سُئِلْتَ	سَالَتْ
مَسْئُولَتَانِ	سَائِلَتَانِ	لَا تَسْأَلَا	إِسْأَلَا	تُسْأَلَانِ	تَسْأَلَانِ	سُئِلْتَا	سَالَتَا
مَسْئُولَاتٌ	سَائِلَاتٌ	لَا تَسْأَلْنَ	إِسْأَلْنَ	تُسْأَلْنَ	تَسْأَلْنَ	سُئِلْنَ	سَالْنَ
				تُسْأَلَانِ	تَسْأَلَانِ	سُئِلْتَا	سَالْتَا
				تُسْأَلُونَ	تَسْأَلُونَ	سُئِلْتُمْ	سَالْتُمْ
				تُسْأَلَيْنِ	تَسْأَلَيْنِ	سُئِلْتُمَا	سَالْتُمَا
				تُسْأَلَانِ	تَسْأَلَانِ	سُئِلْتُمْ	سَالْتُمْ
				تُسْأَلْنَ	تَسْأَلْنَ	سُئِلْتُنَّ	سَالْتُنَّ
				نُسْأَلُ	نَسْأَلُ	سُئِلْنَا	سَالْنَا

قَرَأَ يَقْرَأُ قِرَاءَةٌ

To read

اسم المفعول	اسم الفاعل	فعل النهي	فعل الامر	مضارع مجهول	مضارع معروف	ماضي مجهول	ماضي معروف
مَقْرُوءٌ	قَارِئٌ	لَا تَقْرَأْ	اقْرَأْ	يَقْرَأُ	يَقْرَأُ	قَرَأَ	قَرَأَ
مَقْرُوءَانِ	قَارِئَانِ	لَا تَقْرَآ	اقْرَآ	يَقْرَآنِ	يَقْرَآنِ	قَرَا	قَرَا
مَقْرُوءُونَ	قَارِئُونَ	لَا تَقْرَؤْا	اقْرَؤْا	يَقْرَؤُونَ	يَقْرَؤُونَ	قَرَوْا	قَرَوْا
مَقْرُوءَةٌ	قَارِئَةٌ	لَا تَقْرَئِي	اقْرَئِي	تَقْرَئِينَ	تَقْرَئِينَ	قَرَأَتْ	قَرَأَتْ
مَقْرُوءَاتٌ	قَارِئَاتٌ	لَا تَقْرَآ	اقْرَآ	تَقْرَآنِ	تَقْرَآنِ	قَرَأَتْ	قَرَأَتْ
				تَقْرَؤْنَ	تَقْرَؤْنَ	قَرَأْنَ	قَرَأْنَ
				تَقْرَأْنَ	تَقْرَأْنَ	قَرَأْنَ	قَرَأْنَ
				تَقْرَأْنَ	تَقْرَأْنَ	قَرَأْنَ	قَرَأْنَ
				تَقْرَأْنَ	تَقْرَأْنَ	قَرَأْنَ	قَرَأْنَ
				تَقْرَأْنَ	تَقْرَأْنَ	قَرَأْنَ	قَرَأْنَ

## وَعَدَ / يَعِدُ / وَعَدَا وَعَدُوا

اسم المفعول	اسم الفاعل	فعل النهى	فعل الامر	مضارع مجهول	مضارع معروف	ماضي مجهول	ماضي معروف
مَوْعُودٌ	وَاعِدٌ	لَا يَعِدُ	عِدْ	يُوعِدُ	يَعِدُ	وَعِدَ	وَعَدَ
مَوْعُودَانِ	وَاعِدَانِ	لَا يَعِدَا	عِدَا	يُوعِدَانِ	يَعِدَانِ	وَعِدَا	وَعَدَا
مَوْعُودُونَ	وَاعِدُونَ	لَا يَعِدُوا	عِدُوا	يُوعِدُونَ	يَعِدُونَ	وَعِدُوا	وَعَدُوا
مَوْعُودَةٌ	وَاعِدَةٌ	لَا يَعِدِي	عِدِي	تُوعِدُ	تَعِدُ	وَعِدْتُ	وَعَدْتُ
مَوْعُودَتَانِ	وَاعِدَتَانِ	لَا يَعِدَا	عِدَا	تُوعِدَانِ	تَعِدَانِ	وَعِدْتَا	وَعَدْتَا
مَوْعُودَاتٌ	وَاعِدَاتٌ	لَا يَعِدْنَ	عِدْنَ	يُوعِدْنَ	يَعِدْنَ	وَعِدْنَ	وَعَدْنَ
				تُوعِدُ	تَعِدُ	وَعِدْتُ	وَعَدْتُ
				تُوعِدَانِ	تَعِدَانِ	وَعِدْتُمَا	وَعَدْتُمَا
				تُوعِدُونَ	تَعِدُونَ	وَعِدْتُمْ	وَعَدْتُمْ
				تُوعِدِينَ	تَعِدِينَ	وَعِدْتُنَّ	وَعَدْتُنَّ
				تُوعِدَانِ	تَعِدَانِ	وَعِدْتُمَا	وَعَدْتُمَا
				تُوعِدْنَ	تَعِدْنَ	وَعِدْتُنَّ	وَعَدْتُنَّ
				أُوْعِدُ	أَعِدُ	وَعِدْتُ	وَعَدْتُ
				نُوعِدُ	نَعِدُ	وَعِدْنَا	وَعَدْنَا

## عَدَا يَعْذُو عَدُوًّا

To run

فعل النهى	فعل الامر	مضارع معروف	ماضي معروف
لَا تَعْذُو	إِغْدُ	يَعْذُو	عَدَا
لَا تَعْذُوا	إِغْدُوا	يَعْذُوَانِ	عَدَوْا
لَا تَعْذُوا	إِغْدُوا	يَعْذُونِ	عَدَوْا
لَا تَعْدِي	إِغْدِي	تَعْذُو	عَدَثَ
لَا تَعْذُوا	إِغْدُوا	تَعْذُوَانِ	عَدَتَا
لَا تَعْذِينَ	إِغْدِينَ	يَعْذُونِ	عَدَيْنِ
		تَعْذُو	عَدَوْتَ
		تَعْذُوَانِ	عَدَوْتُمَا
		تَعْذُونِ	عَدَوْتُمْ
		تَعْذِينَ	عَدَوْتِ
		تَعْذُوَانِ	عَدَوْتُمَا
		تَعْذِينَ	عَدَوْتِنِ
		أَعْدُو	عَدَوْتُ
		نَعْدُو	عَدَوْنَا

## يُسْ يَسُّ يَسَا To be disappointed

اسم المفعول	اسم الفاعل	فعل النهي	فعل الامر	مضارع معروف	ماضي معروف
مِيْثُوسُ	يَايُسُ	لَا تَيْسُ	اَيْسُ	يَيْسُ	يَسَّ
مِيْثُوسَانِ	يَايَسَانِ	لَا تَيْسَا	اَيْسَا	يَيْسَانِ	يَسَا
مِيْثُوسُونَ	يَايَسُونَ	لَا تَيْسُوا	اَيْسُوا	يَيْسُونَ	يَسُوا
مِيْثُوسَةٌ	يَايَسَةٌ	لَا تَيْسِي	اَيْسِي	تَيْسُ	يَسَتْ
مِيْثُوسَتَانِ	يَايَسَتَانِ	لَا تَيْسَا	اَيْسَا	تَيْسَانِ	يَسَتَا
مِيْثُوسَاتُ	يَايَسَاتُ	لَا تَيْسِنَّ	اَيْسِنَّ	يَيْسِنَّ	يَسِنَّ
				تَيْسُ	يَسَتْ
				تَيْسَانِ	يَسَتَا
				تَيْسُونَ	يَسُوا
				تَيْسِينَ	يَسَا
				تَيْسَانِ	يَسَا
				تَيْسُ	يَسَتْ
				اَيْسُ	يَسَّ

وَلَقِيَ يَقِي وَيُقِي وَيُقِي وَيُقِي وَيُقِي وَيُقِي وَيُقِي وَيُقِي وَيُقِي وَيُقِي  
 To guard, to protect وَلَقِيَ يَقِي وَيُقِي وَيُقِي وَيُقِي وَيُقِي وَيُقِي وَيُقِي وَيُقِي وَيُقِي وَيُقِي

اسم الفاعل  
 وَاَقِي وَاَقِيَانِ وَاَقُونَ وَاَقِيَّةً وَاَقِيَتَانِ وَاَقِيَاتٌ

فعل النهي  
 لَا تَقِ لَا تَقِيَا لَا تَقُوا لَا تَقِي لَا تَقِيَا لَا تَقِينِ لَا تَقِينِ

فعل الامر  
 قِ قِي قِي قِي قِي قِي قِي قِي قِي قِي قِي

مضارع معروف  
 يَقِي يَقِيَانِ يَقُونَ يَقِي يَقِيَانِ يَقِي يَقِيَانِ يَقِي يَقِيَانِ يَقِي يَقِيَانِ يَقِي يَقِيَانِ يَقِي يَقِيَانِ يَقِي يَقِيَانِ يَقِي يَقِيَانِ

ماضي معروف  
 وَقِي وَقِيَا وَقُوا وَقِي وَقِيَا وَقِي وَقِيَا وَقِي وَقِيَا وَقِي وَقِيَا وَقِي وَقِيَا وَقِي وَقِيَا وَقِي وَقِيَا



# مَشَى يَمْشِي مَشَاً مَشَاً To walk

اسم الفاعل	فعل النهي	فعل الامر	مضارع معروف	ماضي معروف
مَاشٍ	لَا تَمْشِ / لَا تَمْشِي	اَمْشِ	يَمْشِي	مَشَى
مَاشِيَانِ	لَا تَمْشِيَا	اَمْشِيَا	يَمْشِيَانِ	مَشَا
مَاشُونَ	لَا تَمْشُوا	اَمْشُوا	يَمْشُونَ	مَشَوْا
مَاشِيَةٌ	لَا تَمْشِي	اَمْشِي	تَمْشِي	مَشَتْ
مَاشَتَانِ	لَا تَمْشِيَا	اَمْشِيَا	تَمْشِيَانِ	مَشَتَا
مَاشِيَاتٌ	لَا تَمْشِينَ	اَمْشِينَ	يَمْشِينَ	مَشَيْنَ
			تَمْشِي	مَشَيْنَتْ
			تَمْشِيَانِ	مَشَيْنَتَا
			تَمْشُونَ	مَشَيْتُمْ
			تَمْشِينَ	مَشَيْتُمْ
			تَمْشِيَانِ	مَشَيْتُمَا
			تَمْشِينَ	مَشَيْتُمَا
			أَمْشِي	مَشَيْنَا
			نَمْشِي	مَشَيْنَا

بَقِيَ يَقْبَى بَقَاءً بَقَاً

اسم الفاعل

بَاقٍ

بَاقِيَانِ

بَاقُونَ

بَاقِيَةٌ

بَاقِيَاتَانِ

بَاقِيَاتٌ

فعل النهى

لَا يَبْقَى

لَا يَبْقَيَانِ

لَا يَبْقَوْنَ

لَا يَبْقَى

لَا يَبْقَيَانِ

لَا يَبْقَيْنَ

فعل الامر

ابْقِ

ابْقِيَا

ابْقُوا

ابْقِ

ابْقِيَا

ابْقَيْنِ

مضارع معروف

يَبْقَى

يَبْقَيَانِ

يَبْقَوْنَ

تَبْقَى

تَبْقَيَانِ

يَبْقَيْنَ

تَبْقَى

تَبْقَيَانِ

تَبْقَوْنَ

تَبْقَيْنَ

تَبْقَيَانِ

تَبْقَيْنَ

أَبْقَى

نَبْقَى

ماضي معروف

بَقِيَ

بَقِيَا

بَقُوا

بَقِيَ

بَقِيَا

بَقَيْنَ

بَقِيَ

بَقِيَا

بَقَيْنَا

بَقَيْنَا

بَقَيْنَا

بَقَيْنَا

بَقَيْنَا

بَقَيْنَا

مَدَّ يَمُدُّ مَدًّا (يعني مَدَدَ يَمُدُّ مَدَدًا) To help

اسم المفعول	اسم الفاعل	اسم النهي	فعل الامر	مضارع مجهول	ماضي معروف	ماضي مجهول	ماضي معروف
مَمْدُودٌ	مَادٌّ/مَادِدٌ	لَا تَمُدُّ/لَا تَمُدُّدَا	مُدَّ/أَمُدُّ	يُمُدُّ	يُمُدُّ	مُدَّ	مَدَّ
مَمْدُودَانِ	مَادَّانِ/مَادِدَانِ	لَا تَمُدَّا/لَا تَمُدُّدَا	مُدَّا/أَمُدُّدَا	يُمُدُّانِ	يُمُدُّانِ	مُدَّا	مَدَّا
مَمْدُودُونَ	مَادُّونَ/مَادِدُونَ	لَا تَمُدُّوْا/لَا تَمُدُّدُوْا	مُدُّوْا/أَمُدُّدُوْا	يُمُدُّونَ	يُمُدُّونَ	مُدُّوْا	مَدُّوْا
مَمْدُودَةٌ	مَادَّةٌ/مَادِدَةٌ	لَا تَمُدِّيْ/لَا تَمُدُّدِيْ	مُدِّيْ/أَمُدُّدِيْ	تُمُدُّ	تُمُدُّ	مُدَّتْ	مَدَّتْ
مَمْدُودَتَانِ	مَادَّتَانِ/مَادِدَتَانِ	لَا تَمُدِّيْا/لَا تَمُدُّدِيْا	مُدِّيْا/أَمُدُّدِيْا	تُمُدُّانِ	تُمُدُّانِ	مُدَّتَا	مَدَّتَا
مَمْدُودَاتٌ	مَادَّاتٌ/مَادِدَاتٌ	لَا تَمُدُّدِيْ/لَا تَمُدُّدِيْا	أَمُدُّدِيْ/أَمُدُّدِيْا	يُمُدُّدِيْ	يُمُدُّدِيْ	مُدِّدِيْ	مَدِّدِيْ
			أَمُدُّدِيْ/أَمُدُّدِيْا	تُمُدُّ	تُمُدُّ	مُدِّدَتِ	مَدِّدَتِ
				تُمُدُّانِ	تُمُدُّانِ	مُدِّدَتُمَا	مَدِّدَتُمَا
				تُمُدُّونَ	تُمُدُّونَ	مُدِّدْتُمْ	مَدِّدْتُمْ
				تُمُدِّينَ	تُمُدِّينَ	مُدِّدَتِ	مَدِّدَتِ
				تُمُدُّانِ	تُمُدُّانِ	مُدِّدَتُمَا	مَدِّدَتُمَا
				تُمُدُّدِيْ	تُمُدُّدِيْ	مُدِّدَتْنِ	مَدِّدَتْنِ
				أَمُدُّ	أَمُدُّ	مُدِّدَتْ	مَدِّدَتْ
				نَمُدُّ	نَمُدُّ	مُدِّدْنَا	مَدِّدْنَا

قَدَّمَ يُقَدِّمُ تَقْدِيمًا

To present, to offer

اسم المفعول	اسم الفاعل	فعل النهي	فعل الامر	مضارع مجهول	مضارع معروف	ماضي مجهول	ماضي معروف
مُقَدِّمٌ	مُقَدِّمٌ	لَا تُقَدِّمُ	قَدِّمْ	يُقَدِّمُ	يُقَدِّمُ	قَدَّمَ	قَدَّمَ
مُقَدِّمَانِ	مُقَدِّمَانِ	لَا تُقَدِّمَا	قَدِّمَا	يُقَدِّمَانِ	يُقَدِّمَانِ	قَدَّمَا	قَدَّمَا
مُقَدِّمُونَ	مُقَدِّمُونَ	لَا تُقَدِّمُوا	قَدِّمُوا	يُقَدِّمُونَ	يُقَدِّمُونَ	قَدَّمُوا	قَدَّمُوا
مُقَدِّمَةٌ	مُقَدِّمَةٌ	لَا تُقَدِّمِي	قَدِّمِي	تُقَدِّمُ	تُقَدِّمُ	قَدَّمَتْ	قَدَّمَتْ
مُقَدِّمَتَانِ	مُقَدِّمَتَانِ	لَا تُقَدِّمَا	قَدِّمَا	تُقَدِّمَانِ	تُقَدِّمَانِ	قَدَّمَتَا	قَدَّمَتَا
مُقَدِّمَاتٌ	مُقَدِّمَاتٌ	لَا تُقَدِّمْنَ	قَدِّمْنَ	يُقَدِّمْنَ	يُقَدِّمْنَ	قَدَّمْنَ	قَدَّمْنَ
				تُقَدِّمْنَ	تُقَدِّمْنَ	قَدَّمْنَ	قَدَّمْنَ
				تُقَدِّمَانِ	تُقَدِّمَانِ	قَدَّمَتَا	قَدَّمَتَا
				تُقَدِّمُونَ	تُقَدِّمُونَ	قَدَّمْتُمْ	قَدَّمْتُمْ
				تُقَدِّمِينَ	تُقَدِّمِينَ	قَدَّمْتُمْ	قَدَّمْتُمْ
				تُقَدِّمَانِ	تُقَدِّمَانِ	قَدَّمْتُمَا	قَدَّمْتُمَا
				تُقَدِّمْنَ	تُقَدِّمْنَ	قَدَّمْتُنَّ	قَدَّمْتُنَّ
				اَقْدِمُ	اَقْدِمُ	قَدَّمْتُ	قَدَّمْتُ
				نَقْدِمُ	نَقْدِمُ	قَدَّمْنَا	قَدَّمْنَا

# سَاعَدَ يُسَاعِدُ مُسَاعِدَةٌ

To help

اسم المفعول	اسم الفاعل	اسم التثنية	فعل الامر	مضارع مجهول	مضارع معروف	ماضي مجهول	ماضي معروف
مُسَاعِدٌ	مُسَاعِدٌ	لَا تُسَاعِدُ	سَاعِدْ	يُسَاعِدُ	يُسَاعِدُ	سُوِّعِدَ	سَاعَدَ
مُسَاعِدَانِ	مُسَاعِدَانِ	لَا تُسَاعِدَا	سَاعِدَا	يُسَاعِدَانِ	يُسَاعِدَانِ	سُوِّعِدَا	سَاعَدَا
مُسَاعِدُونَ	مُسَاعِدُونَ	لَا تُسَاعِدُوا	سَاعِدُوا	يُسَاعِدُونَ	يُسَاعِدُونَ	سُوِّعِدُوا	سَاعَدُوا
مُسَاعِدَةٌ	مُسَاعِدَةٌ	لَا تُسَاعِدِي	سَاعِدِي	تُسَاعِدُ	تُسَاعِدُ	سُوِّعِدَتْ	سَاعَدَتْ
مُسَاعِدَتَانِ	مُسَاعِدَتَانِ	لَا تُسَاعِدَا	سَاعِدَا	تُسَاعِدَانِ	تُسَاعِدَانِ	سُوِّعِدَتَا	سَاعَدَتَا
مُسَاعِدَاتٌ	مُسَاعِدَاتٌ	لَا تُسَاعِدْنَ	سَاعِدْنَ	تُسَاعِدْنَ	تُسَاعِدْنَ	سُوِّعِدْنَ	سَاعَدْنَ
				تُسَاعِدُ	تُسَاعِدُ	سُوِّعِدْتُ	سَاعَدْتُ
				تُسَاعِدَانِ	تُسَاعِدَانِ	سُوِّعِدْتُمَا	سَاعَدْتُمَا
				تُسَاعِدُونَ	تُسَاعِدُونَ	سُوِّعِدْتُمْ	سَاعَدْتُمْ
				تُسَاعِدِينَ	تُسَاعِدِينَ	سُوِّعِدْتُنَّ	سَاعَدْتُنَّ
				تُسَاعِدَانِ	تُسَاعِدَانِ	سُوِّعِدْتُمَا	سَاعَدْتُمَا
				تُسَاعِدْنَ	تُسَاعِدْنَ	سُوِّعِدْتُنَّ	سَاعَدْتُنَّ
				أَسَاعِدُ	أَسَاعِدُ	سُوِّعِدْتُ	سَاعَدْتُ
				نَسَاعِدُ	نَسَاعِدُ	سُوِّعِدْنَا	سَاعَدْنَا

## أَجْلَسَ يُجْلِسُ إِجْلَاسًا

To seat

اسم المفعول	اسم الفاعل	فعل النهى	فعل الامر	مضارع مجهول	مضارع معروف	ماضي مجهول	ماضي معروف
مُجْلِسٌ	مُجْلِسٌ	لَا تُجْلِسْ	اجْلِسْ	يُجْلِسُ	يُجْلِسُ	اجْلَسَ	اجْلَسَ
مُجْلِسَانِ	مُجْلِسَانِ	لَا تُجْلِسَا	اجْلِسَا	يُجْلِسَانِ	يُجْلِسَانِ	اجْلَسَا	اجْلَسَا
مُجْلِسُونَ	مُجْلِسُونَ	لَا تُجْلِسُوا	اجْلِسُوا	يُجْلِسُونَ	يُجْلِسُونَ	اجْلَسُوا	اجْلَسُوا
مُجْلِسَةٌ	مُجْلِسَةٌ	لَا تُجْلِسِي	اجْلِسِي	تُجْلِسُ	تُجْلِسُ	اجْلَسَتْ	اجْلَسَتْ
مُجْلِسَتَانِ	مُجْلِسَتَانِ	لَا تُجْلِسَا	اجْلِسَا	تُجْلِسَانِ	تُجْلِسَانِ	اجْلَسَتَا	اجْلَسَتَا
مُجْلِسَاتٌ	مُجْلِسَاتٌ	لَا تُجْلِسْنَ	اجْلِسْنَ	تُجْلِسُنَّ	تُجْلِسُنَّ	اجْلَسْنَ	اجْلَسْنَ
				تُجْلِسُ	تُجْلِسُ	اجْلَسَتْ	اجْلَسَتْ
				تُجْلِسَانِ	تُجْلِسَانِ	اجْلَسْتُمَا	اجْلَسْتُمَا
				تُجْلِسُونَ	تُجْلِسُونَ	اجْلَسْتُمْ	اجْلَسْتُمْ
				تُجْلِسِينَ	تُجْلِسِينَ	اجْلَسْتِ	اجْلَسْتِ
				تُجْلِسَانِ	تُجْلِسَانِ	اجْلَسْتُمَا	اجْلَسْتُمَا
				تُجْلِسْنَ	تُجْلِسْنَ	اجْلَسْتُنَّ	اجْلَسْتُنَّ
				اجْلِسُ	اجْلِسُ	اجْلَسْتُ	اجْلَسْتُ
				نُجْلِسُ	نُجْلِسُ	اجْلَسْنَا	اجْلَسْنَا

## تَكَلَّمَ يَتَكَلَّمُ تَكَلَّمَا تَكَلَّمُوا

اسم المفعول	اسم الفاعل	فعل النهي	فعل الامر	مضارع مجهول	مضارع معروف	ماضي مجهول	ماضي معروف
مُتَكَلَّمٌ	مُتَكَلِّمٌ	لَا تَتَكَلَّمْ	تَكَلَّمْ	يُتَكَلَّمُ	يَتَكَلَّمُ	تَكَلَّمَ	تَكَلَّمَ
مُتَكَلِّمَانِ	مُتَكَلِّمَانِ	لَا تَتَكَلَّمَا	تَكَلَّمَا	يُتَكَلَّمَانِ	يَتَكَلَّمَانِ	تَكَلَّمَا	تَكَلَّمَا
مُتَكَلِّمُونَ	مُتَكَلِّمُونَ	لَا تَتَكَلَّمُوا	تَكَلَّمُوا	يُتَكَلَّمُونَ	يَتَكَلَّمُونَ	تَكَلَّمُوا	تَكَلَّمُوا
مُتَكَلِّمَةٌ	مُتَكَلِّمَةٌ	لَا تَتَكَلَّمِي	تَكَلَّمِي	يُتَكَلَّمُ	يَتَكَلَّمُ	تَكَلَّمْتَ	تَكَلَّمْتَ
مُتَكَلِّمَتَانِ	مُتَكَلِّمَتَانِ	لَا تَتَكَلَّمَا	تَكَلَّمَا	يُتَكَلَّمَانِ	يَتَكَلَّمَانِ	تَكَلَّمْتَا	تَكَلَّمْتَا
مُتَكَلِّمَاتٌ	مُتَكَلِّمَاتٌ	لَا تَتَكَلَّمْنَ	تَكَلَّمْنَ	يُتَكَلَّمْنَ	يَتَكَلَّمْنَ	تَكَلَّمْنَ	تَكَلَّمْنَ
				تَتَكَلَّمُ	تَتَكَلَّمُ	تَكَلَّمْتِ	تَكَلَّمْتِ
				تَتَكَلَّمَانِ	تَتَكَلَّمَانِ	تَكَلَّمْتُمَا	تَكَلَّمْتُمَا
				تَتَكَلَّمُونَ	تَتَكَلَّمُونَ	تَكَلَّمْتُمْ	تَكَلَّمْتُمْ
				تَتَكَلَّمِينَ	تَتَكَلَّمِينَ	تَكَلَّمْتِ	تَكَلَّمْتِ
				تَتَكَلَّمَانِ	تَتَكَلَّمَانِ	تَكَلَّمْتُمَا	تَكَلَّمْتُمَا
				تَتَكَلَّمْنَ	تَتَكَلَّمْنَ	تَكَلَّمْتُنَّ	تَكَلَّمْتُنَّ
				أَتَكَلَّمُ	أَتَكَلَّمُ	تَكَلَّمْتُ	تَكَلَّمْتُ
				نَتَكَلَّمُ	نَتَكَلَّمُ	تَكَلَّمْنَا	تَكَلَّمْنَا





انْكَسَرَ يَنْكُسِرُ انْكَسَارًا (by itself) To be broken, to break

اسم الفاعل	فعل النهى	فعل الامر	مضارع معروف	ماضي معروف
مَنْكُسِرٌ	لَا تَنْكُسِرْ	انْكَسِرْ	يَنْكُسِرُ	انْكَسَرَ
مَنْكُسِرَانِ	لَا تَنْكُسِرَا	انْكَسِرَا	يَنْكُسِرَانِ	انْكَسَرَا
مَنْكُسِرُونَ	لَا تَنْكُسِرُوا	انْكَسِرُوا	يَنْكُسِرُونَ	انْكَسَرُوا
مَنْكُسِرَةٌ	لَا تَنْكُسِرِي	انْكَسِرِي	تَنْكُسِرِي	انْكَسَرَتْ
مَنْكُسِرَتَانِ	لَا تَنْكُسِرَا	انْكَسِرَا	تَنْكُسِرَانِ	انْكَسَرَتَا
مَنْكُسِرَاتٌ	لَا تَنْكُسِرْنَ	انْكَسِرْنَ	تَنْكُسِرْنَ	انْكَسَرْنَ
			يَنْكُسِرَانِ	انْكَسَرْتُمَا
			تَنْكُسِرُونَ	انْكَسَرْتُمْ
			تَنْكُسِرِينَ	انْكَسَرْتُنَّ
			تَنْكُسِرَانِ	انْكَسَرْتُمَا
			تَنْكُسِرْنَ	انْكَسَرْتُنَّ
			يَنْكُسِرُ	انْكَسَرَ

## إنتخبَ ينتخبُ انتخاباً إنتخاباً إنتخبُ

To elect, to select

اسم المفعول	اسم الفاعل	فعل النهى
مُنتخبٌ	مُنتخبٌ	لا تنتخبُ
مُنتخبان	مُنتخبان	لا تنتخبا
مُنتخبون	مُنتخبون	لا تنتخبوا
مُنتخبة	مُنتخبة	لا تنتخبي
مُنتختان	مُنتختان	لا تنتخبا
مُنتخبات	مُنتخبات	لا تنتخبين

فعل الامر	مضارع مجهول
إنتخبْ	ينتخبُ
إنتخبا	ينتخبان
إنتخبوا	ينتخبون
إنتخبي	تنتخبُ
إنتخبا	تنتخبان
إنتخبين	تنتخبين
	تنتخبُ
	تنتخبان
	تنتخبون
	تنتخبين
	تنتخبان
	تنتخبين
	انتخبُ
	نتنخرُ

مضارع معروف	ماضي مجهول	ماضي معروف
ينتخبُ	انتخبَ	انتخبَ
ينتخبان	انتخبا	انتخبا
ينتخبون	انتخبوا	انتخبوا
تنتخبُ	انتخبْتَ	انتخبْتَ
تنتخبان	انتخبْتَا	انتخبْتَا
تنتخبين	انتخبْتِ	انتخبْتِ
تنتخبُ	انتخبْتِ	انتخبْتِ
تنتخبان	انتخبْتُمَا	انتخبْتُمَا
تنتخبون	انتخبْتُم	انتخبْتُم
تنتخبين	انتخبْتِ	انتخبْتِ
تنتخبان	انتخبْتُمَا	انتخبْتُمَا
تنتخبين	انتخبْتُنَّ	انتخبْتُنَّ
انتخبُ	انتخبْتُ	انتخبْتُ
نتنخرُ	انتخبْنَا	انتخبْنَا



## To employ, to use اِسْتَخْدَمَ اِسْتَخْدَمًا

اسم المفعول	اسم الفاعل	فعل النهي	فعل الامر	مضارع مجهول	مضارع معروف	ماضي مجهول	ماضي معروف
مُسْتَخْدَمٌ	مُسْتَخْدِمٌ	لَا تَسْتَخْدِمْ	اِسْتَخْدِمْ	يُسْتَخْدِمُ	يُسْتَخْدِمُ	اِسْتَخْدَمَ	اِسْتَخْدَمَ
مُسْتَخْدِمَانِ	مُسْتَخْدِمَانِ	لَا تَسْتَخْدِمَا	اِسْتَخْدِمَا	يُسْتَخْدِمَانِ	يُسْتَخْدِمَانِ	اِسْتَخْدَمَا	اِسْتَخْدَمَا
مُسْتَخْدِمُونَ	مُسْتَخْدِمُونَ	لَا تَسْتَخْدِمُوا	اِسْتَخْدِمُوا	يُسْتَخْدِمُونَ	يُسْتَخْدِمُونَ	اِسْتَخْدَمُوا	اِسْتَخْدَمُوا
مُسْتَخْدِمَةٌ	مُسْتَخْدِمَةٌ	لَا تَسْتَخْدِمِي	اِسْتَخْدِمِي	تُسْتَخْدِمُ	تُسْتَخْدِمُ	اِسْتَخْدَمْتُ	اِسْتَخْدَمْتُ
مُسْتَخْدِمَتَانِ	مُسْتَخْدِمَتَانِ	لَا تَسْتَخْدِمَا	اِسْتَخْدِمَا	تُسْتَخْدِمَانِ	تُسْتَخْدِمَانِ	اِسْتَخْدَمْتَا	اِسْتَخْدَمْتَا
مُسْتَخْدِمَاتٌ	مُسْتَخْدِمَاتٌ	لَا تَسْتَخْدِمْنَ	اِسْتَخْدِمْنَ	تُسْتَخْدِمُنَّ	تُسْتَخْدِمُنَّ	اِسْتَخْدَمْتُنَّ	اِسْتَخْدَمْتُنَّ

مُسْتَخْدِمٌ	مُسْتَخْدِمٌ	يُسْتَخْدِمُ	يُسْتَخْدِمُ	اِسْتَخْدَمَ	اِسْتَخْدَمَ	اِسْتَخْدَمَ	اِسْتَخْدَمَ
مُسْتَخْدِمَانِ	مُسْتَخْدِمَانِ	يُسْتَخْدِمَانِ	يُسْتَخْدِمَانِ	اِسْتَخْدَمَا	اِسْتَخْدَمَا	اِسْتَخْدَمَا	اِسْتَخْدَمَا
مُسْتَخْدِمُونَ	مُسْتَخْدِمُونَ	يُسْتَخْدِمُونَ	يُسْتَخْدِمُونَ	اِسْتَخْدَمُوا	اِسْتَخْدَمُوا	اِسْتَخْدَمُوا	اِسْتَخْدَمُوا
مُسْتَخْدِمَةٌ	مُسْتَخْدِمَةٌ	تُسْتَخْدِمُ	تُسْتَخْدِمُ	اِسْتَخْدَمْتُ	اِسْتَخْدَمْتُ	اِسْتَخْدَمْتُ	اِسْتَخْدَمْتُ
مُسْتَخْدِمَتَانِ	مُسْتَخْدِمَتَانِ	تُسْتَخْدِمَانِ	تُسْتَخْدِمَانِ	اِسْتَخْدَمْتَا	اِسْتَخْدَمْتَا	اِسْتَخْدَمْتَا	اِسْتَخْدَمْتَا
مُسْتَخْدِمَاتٌ	مُسْتَخْدِمَاتٌ	تُسْتَخْدِمُنَّ	تُسْتَخْدِمُنَّ	اِسْتَخْدَمْتُنَّ	اِسْتَخْدَمْتُنَّ	اِسْتَخْدَمْتُنَّ	اِسْتَخْدَمْتُنَّ

**Translation Exercises**  
**English-Arabic**  
**With Glossary**

## Demonstrative Pronouns

(Simple nominal sentences)

- |                               |   |
|-------------------------------|---|
| 1. This is a room.            | 2. This is a table.                     |
| 3. This is a chair.           | 4. This is a pen.                       |
| 5. This is a car.             | 6. This is a house.                     |
| 7. This is a boy.             | 8. This is a girl.                      |
| 9. This is a woman.           | 10. This is a man.                      |
| 11. This is a tree.           | 12. This is a garden.                   |
| 13. This is a flower.         | 14. This is an ashtray.                 |
| 15. This is a sofa.           | 16. This is a radio.                    |
| 17. This is a cup.            | 18. This is a door.                     |
| 19. This is a door-keeper.    | 20. This is an airhostess.              |
| 21. This is a window.         | 22. This is a servant.                  |
| 23. This is a clerk.          | 24. This is a typist.                   |
| 25. This is an office.        | 26. This is a postman.                  |
| 27. This is a driver.         | 28. This is a stenographer.             |
| 29. This is a library.        | 30. This is a University.               |
| 31. This is a college.        | 32. This is a school.                   |
| 33. This is a primary school. | 34. This is a Higher Secondary School.  |
| 35. This is a jug.            | 36. This is a tumbler.                  |
| 37. This is a receptionist.   | 38. This is a Public Relations Officer. |
| 39. This is a building.       | 40. This is an Engineer.                |
| 41. This is a city.           | 42. This is a village.                  |
| 43. This is a student.        | 44. This is a teacher.                  |

- |                           |                            |
|---------------------------|----------------------------|
| 45. This is a blackboard. | 46. This is a chalk piece. |
| 47. This is a book.       | 48. This is a note-book.   |
| 49. This is a pencil.     | 50. This is a dictionary   |

☆☆ ☆

- |                           |                             |
|---------------------------|-----------------------------|
| 1. That is a cow.         | 2. That is a camel.         |
| 3. That is a horse.       | 4. That is a mare.          |
| 5. That is a bird.        | 6. That is a sparrow.       |
| 7. That is an elephant.   | 8. That is a lion.          |
| 9. That is a man.         | 10. That is a woman         |
| 11. That is a girl.       | 12. That is a boy.          |
| 13. That is a student.    | 14. That is a fan.          |
| 15. That is a lamp.       | 16. That is a door.         |
| 17. That is a house.      | 18. That is a bi-cycle.     |
| 19. That is an umberella. | 20. That is a box.          |
| 21. That is a mirror.     | 22. That is a bureau.       |
| 23. That is a wardrobe.   | 24. That is a goat.         |
| 25. That is a lamb.       | 26. That is a dog.          |
| 27. That is a magazine.   | 28. That is a newspaper.    |
| 29. That is an envelope.  | 30. That is an ink-pot.     |
| 31. That is a basket.     | 32. That is a heater.       |
| 33. That is a cooler.     | 34. That is a refrigerator. |
| 35. That is a pin.        | 36. That is a shelf.        |
| 37. That is a grocer.     | 38. That is a tailor.       |
| 39. That is a box.        | 40. That is a plant.        |
| 41. That is a workshop.   | 42. That is a technician.   |
| 43. That is a shirt.      | 44. That is a hut.          |
| 45. That is a pen-stand.  | 46. That is a calendar.     |
| 47. That is a lock.       | 48. That is a key.          |
| 49. That is a curtain.    | 50. That is a cat.          |

☆☆ ☆

- |                            |                            |
|----------------------------|----------------------------|
| 1. These are men.          | 2. These are women.        |
| 3. These are girls.        | 4. These are boys.         |
| 5. These are students.     | 6. These are servants.     |
| 7. These are airhostesses. | 8. These are dictionaries. |
| 9. These are drivers.      | 10. These are tailors.     |
| 11. These are tables.      | 12. These are chairs.      |
| 13. These are doors.       | 14. These are cars.        |
| 15. These are offices      | 16. These are libraries.   |
| 17. These are books.       | 18. These are notebooks.   |
| 19. These are pens.        | 20. These are ashtrays.    |
| 21. These are spectacles.  | 22. These are shoes.       |
| 23. These are lions.       | 24. These are elephants.   |
| 25. These are goggles.     | 26. These are buildings.   |
| 27. These are houses.      | 28. These are locks.       |
| 29. These are keys.        | 30. These are birds.       |
| 31. These are gardens.     | 32. These are trees.       |
| 33. These are clerks.      | 34. These are boxes.       |
| 35. These are windows.     | 36. These are bureaus.     |
| 37. These are sofas.       | 38. These are vegetables.  |
| 39. These are rooms.       | 40. These are grocers.     |
| 41. These are baskets.     | 42. These are fans.        |
| 43. These are lamps.       | 44. These are pins.        |
| 45. These are calendars.   | 46. These are trains.      |
| 47. These are aeroplanes.  | 48. These are pilots.      |
| 49. These are officers.    | 50. These are sentences.   |

☆ ☆☆

- |                        |                        |
|------------------------|------------------------|
| 1. Those are men.      | 2. Those are women.    |
| 3. Those are students. | 4. Those are teachers. |



- |                              |                            |
|------------------------------|----------------------------|
| 5. Those are boys.           | 6. Those are girls.        |
| 7. Those are drivers.        | 8. Those are door-keepers. |
| 9. Those are airhostesses.   | 10. Those are servants.    |
| 11. Those are fans.          | 12. Those are lamps.       |
| 13. Those are houses.        | 14. Those are huts.        |
| 15. Those are refrigerators. | 16. Those are coolers.     |
| 17. Those are heaters.       | 18. Those are stones.      |
| 19. Those are animals.       | 20. Those are dogs.        |
| 21. Those are cats.          | 22. Those are radiosets.   |
| 23. Those are mirrors.       | 24. Those are tables.      |
| 25. Those are chairs.        | 26. Those are books.       |
| 27. Those are trees.         | 28. Those are watches.     |
| 29. Those are notebooks.     | 30. Those are cities.      |
| 31. Those are villages.      | 32. Those are villagers.   |
| 33. Those are pictures.      | 34. Those are statues.     |
| 35. Those are paintings.     | 36. Those are bicycles.    |
| 37. Those are doors.         | 38. Those are buildings.   |
| 39. Those are officers.      | 40. Those are offices.     |
| 41. Those are windows.       | 42. Those are fields.      |
| 43. Those are watchmen.      | 44. Those are balls.       |
| 45. Those are Universities.  | 46. Those are colleges.    |
| 47. Those are schools.       | 48. Those are jugs.        |
| 49. Those are tumblers.      | 50. Those are cups.        |

☆ ☆ ☆

- |                          |                            |
|--------------------------|----------------------------|
| 1. That man is tall.     | 2. That woman is tall.     |
| 3. That boy is short.    | 4. That girl is short.     |
| 5. That boy is handsome. | 6. That girl is beautiful. |
| 7. That man is ugly.     | 8. That woman is ugly.     |

- |  |                                     |
|--|-------------------------------------|
| 9. That man is a teacher.              | 10. That woman is a teacher.        |
| 11. That man is a driver.              | 12. That woman is a tailor.         |
| 13. That teacher is good.              | 14. That lady teacher is good.      |
| 15. This girl is a student.            | 16. This boy is a student.          |
| 17. This pen is costly.                | 18. This table is cheap.            |
| 19. This chair is durable.             | 20. This ashtray is beautiful.      |
| 21. Those buildings are beautiful.     | 22. Those rooms are locked.         |
| 23. Those are books.                   | 24. Those fans are old.             |
| 25. Those note-books are on the table. | 26. Those dogs are behind the door. |
| 27. These pens are cheap.              | 28. These stories are interesting.  |
| 29. These refrigerators are costly.    | 30. These shirts are cheap.         |
| 31. These bicycles are new.            | 32. These sentences are easy.       |
| 33. These words are difficult.         | 34. Those clerks are present.       |
| 35. Those teachers are available.      | 36. These rooms are spacious.       |
| 37. These streets are narrow.          | 38. These roads are wide.           |
| 39. These buildings are old.           | 40. These servants are faithful.    |
| 41. These cars are fast.               | 42. These trains are slow.          |
| 43. These doctors are experts.         | 44. Those men are thieves.          |
| 45. These students are industrious.    | 46. These boys are lazy.            |
| 47. These workers are active.          | 48. That bird is a crow.            |
| 49. That animal is a lion.             | 50. This man is a tailor.           |

1. This is a room. This is a big room. There are in it (it has) one door and one window. There is (it has) a black-board also. Now the teacher is sitting on a chair. He has a book in his hand. Now he is standing in front of the blackboard. He is writing on the black-board.

2. This is a garden. This is my garden. This garden is big. The trees are tall. There are flowers in my garden. These flowers are beautiful. My garden is in Delhi.

3. This is a house. This house is big. This is my house. It has four rooms: one sleeping-room, one dining-room, one drawing-room and one study-room. It has a kitchen and a bath-room also. This is the sleeping room. This room is big. This is the dining room. This room is small. This is the drawing-room. This room is beautiful. This is the study-room. There are books in this room.

4. This is an office. This is my office. There are a peon & a clerk in the office. The clerk is absent. The peon is present.

### Interrogative Pronouns

- |                          |                           |
|--------------------------|---------------------------|
| 1. What is this?         | This is a pen.            |
| 2. What is this?         | This is a dog.            |
| 3. What is that?         | That is a bicycle.        |
| 4. What is that?         | That is a cow.            |
| 5. What are those?       | Those are dogs.           |
| 6. What are these?       | These are tables.         |
| 7. What are these?       | These are cows.           |
| 8. What is this?         | This is a house.          |
| 9. What is this?         | This is a cage.           |
| 10. What is that?        | That is a window.         |
| 11. What is that?        | That is a hare.           |
| 12. What are these?      | These are books.          |
| 13. What are these?      | These are dogs.           |
| 14. What are those?      | Those are cages.          |
| 15. What are those?      | Those are lions.          |
| 16. Is this a pen?       | Yes, this is a pen.       |
| 17. Is this a bed?       | No, this is a sofa.       |
| 18. Is this a boy?       | Yes, this is a boy.       |
| 19. Is this an elephant? | Yes, this is an elephant. |

- |                               |                               |
|-------------------------------|-------------------------------|
| 20. Is that a table?          | No, that is a chair.          |
| 21. Is that a cat?            | No, that is a dog.            |
| 22. Is that a girl?           | No, that is a boy.            |
| 23. Are these men?            | Yes these are men.            |
| 24. Are these cars?           | Yes, these are cars.          |
| 25. Are these cows?           | No, these are buffaloes.      |
| 26. Are those women?          | No, those are men.            |
| 27. Are those aeroplanes?     | Yes, those are aeroplanes.    |
| 28. Are those birds?          | Yes, those are birds.         |
| 29. Are these girls?          | No, these are boys.           |
| 30. Are these (boy) students? | No, these are (men) teachers. |

### Pronouns

(Simple Nominal Sentences)

He is a boy. She is a girl. They are men. They are women. Is he a student? Yes he is a student. Is she a student? Yes, she is a student. Are you (S. M.) a teacher? Yes, I am a teacher. Are (S.F.) you a clerk? Yes, I am a clerk. Are you (P.M.) teachers? Yes, we are teachers. Are you (P.F.) clerks? No, we are officers. I (S.M.) am a pilot. I (S.F.) am an airhostess.

Who is he? He is a driver.

Who is she? She is a typist.

Who are they (P.F.)? They are typists.

Who are you (S.M.)? I am a teacher.

Who are you (P.M.)? We are tailors.

Who are you (P.F.)? We are students.

The boy is sitting. The girl is standing.

Is the boy sitting? Is the girl standing?

Where are you going now?

Are you going to the University now?

The teachers are present in the School.

The students are present in the class.

Are the teachers present in the school?

Are the students present in the class?

1) Now I am going to the University. I am going to the University library. I am now sitting in the library on a chair. In my hand is a newspaper. The magazine is in front of me on the table. My friend Zainab is sitting on a chair. She is writing. The pen is new and the handwriting is beautiful.

2) The teacher is going to the class. The students are in the class. There are fans and lamps in the class. There is a blackboard also. Now the teacher is in the class. He is standing in front of the blackboard.

3) She is a girl. She is my sister. She is going to the market. She has a basket in her hand. She is now standing at the bus stop. The bus is coming. My sister is in the bus. Now she is in the market.

### Construct Phrases

(Possessed and possessor)

This is a book. This is Mr. Shahid. This is Shahid's book. These are books. This is Mr. Adil. These are Adil's books. This is a room. These are Shahid, Adil and Tara. This is the room of Shahid, Adil and Tara. This is the University. This is the library. This is the University library. This is the college. This is the canteen. This is the college canteen. This is the teacher. This is the book. This is his book. These are his books. This is her book. These are her books. This is their (men) book. This is their (women) book. This is your (S.F.) book. This is your (S.M.) book. This is your (P.M.) book. This is my (M.F.) book. This is our (MF) book. This is a class room. This is my classroom. There are many students in my class. They are my classmates. My classmates are present in the class. This is a shop. This is the shop of a grocer. The grocer is an old man. The grocer is sitting on his chair. This is the shop of a tailor. There are many tailors in the shop. The shop is big. This tailor is famous. This is a lighter. This lighter is of the teacher. This lighter is costly.



He is Mr. Anis. He is our teacher. He teaches us Arabic. Our teacher is present in the class. His book is in his hand. The books of the students are in front of them. The teacher is reading from his book. The students are reading from their books. The teacher is writing difficult words on the blackboard with his chalk. The students are writing in their notebooks with their pens. The teacher asks: where is your book, Nihad? Nihad : My book is in front of me, Sir. Teacher: Where is your pen, Rashid? Rashid: My pen is in my pocket, Sir. Teacher: Students, bring your new book tomorrow.



Whose book is this?

Whose house is this?

Whose car is this?

Whose books are these?

Whose houses are these?

Whose cars are these?

Whose child is this?

Whose children are these?

Whose shirt is this?

Whose shirts are these?

This chair is made of wood.

This is a wooden chair.

This door is made of iron.

This is an iron door.

This building is made of red stone.

This necklace is made of gold.

This necklace is made of silver.

This tumbler is made of glass.

### Colours and Physical Defects

What colour is your pen?

It is red. The colour of my pen is red.

His shirt is red. Her shirt is green.

His car is red. Her car is green.

This pen is black.

This flower is yellow.

This pen is yellow.

He is brown.

She is brown.

They are brown.

These shirts are black.

These cars are black.

These pens are black.

Is your shirt red?

Yes, my shirt is red.

He is blind.

He is squint.

Is he lame?

They are blind.

Is that girl dumb?

No, my shirt is green.

She is blind.

She is squint.

Yes, he is lame.

They are squint.

Are they dumb?

### Past Tense

The boy went to school.

The boy read a lesson.

The boy opened the door.

The girls wrote a letter.

The girl read a lesson.

The girl opened the door.

The boys wrote these letters.

These boys killed the mice.

These girls went to school.

The girls read their lessons.

The girls opened the doors.

You (S.M.) went to school yesterday.

You wrote a letter yesterday.

You killed a mouse yesterday.

You (S. F.) went to school.

You read a lesson.

You opened the door.

You wrote letters.

You killed these mice.

You (P.F.) went to school.

The boy wrote a letter.

The boy killed a mouse.

The girl went to school.

The girls read a lesson.

The girl killed a mouse.

The boys went to school.

The boys read their lessons.

These boys opened the doors.

These girls wrote these letters.

These girls killed these mice.

You (S.M.) opened the doors.

You read a lesson yesterday.

You opened the door.

You wrote a letter.

You killed a mouse.

You (P.M.) went to school.

You read lessons.

You opened the doors.

You wrote letters.

You read lessons.	You killed the mice.
You opened the door.	I (S.M. and F.) went to school.
I wrote a letter.	I read a lesson.
I killed a mouse.	I opened the door.
We (P. M. & F.) went to school.	We wrote letters.
We read our lessons.	We killed mice.
We opened the doors.	Did the boy open the door?
Did the boy close the door?	Did the boy write a letter?
Did the boys go to school?	Did the girls go to school?
Did you kill a mouse?	Did you read the letter?
The boy did not write the letter?	The girls did not go to school.
I did not open the door.	Did he not go to school?
Did you not open the door?	Did the girl not read the lesson?
Did the boys not kill the mice?	Did we not write letters?



Mr. Rashid went to the market. He went on foot. He went to the butcher's shop. He bought some meat and returned to his hostel.

What do you have in your hand? This is a magazine. Have you read it? No, I have not read it.

The girls sat in the garden. They ate their lunch. Did you go to the hospital? Yes, I went to the hospital yesterday.

Hello! How are you Miss Zainab? Where is your friend Miss Fatima? Did you go to the theatre yesterday?

Hello! Mr. Rashid, where are you going now? Are you going to the market. Are you going by car. Yes, I am going by car. Where is your driver? My driver is sick.



Who are you? I am a student. My name is Rashid. Where are you from? I am from Kashmir. When did you come to Delhi? I came to Delhi last month. Where are you staying in Delhi? I am staying in a hostel. Are you a



student of this University? Yes, I am a student of this University. I am studying the Arabic language in this University.

☆ ☆ ☆

Yesterday evening I visited my friend in his house. I sat with him in his drawing-room. We drank tea. After that we left his house and went to the market. I bought books, note-books and papers. I also bought apples, grapes, bananas and oranges.

When I came back home, my wife saw my friend with me. She asked me: who is he? I told her: He is my friend. His name is Mr. Shahid. Then she saw these things in my hands. She asked me: What are these things in your hands? I told her: These are fruits and books. She said: When did you go to the market? I said: I went to the market this evening with my friend.

☆ ☆ ☆

### Present Tense

(Present & Future)

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| 1. He goes to office.               | 2. She goes to office.                |
| 3. They (men) go to office.         | 4. They (women) go to office.         |
| 5. You (S.M.) go to office.         | 6. You (S.F.) go to office.           |
| 7. You (P.M.) go to office.         | 8. You (P.F.) go to office.           |
| 9. I (S.M.F.) go to office.         | 10. We (P.M. F.) go to office.        |
| 11. Does he go to office?           | 12. Does she go to office.            |
| 13. Do they (men) go to office?     | 14. Do they (women) go to office.     |
| 15. Do you go to office?            | 16. She does not go to office.        |
| 17. They (men) do not go to office. | 18. They (women) do not go to office. |
| 19. You do not go to office.        | 20. I do not go to office.            |
| 21. We do not go to office.         | 22. Does he not go to office?         |
| 23. Does she not go to office?      | 24. Do they (men) not go to office?   |

25. Do they (women) not go to office?

26. Do you (S.F.) not go to office?

27. Do I not go to office.

28. Do we not go to office.

☆ ☆ ☆

The name of our teacher is Mr. Anis. He works in the University. He has a room. We go to his room every day for lesson. Yesterday also we went to his room. We knocked at the door. We opened the door. We entered the room. We read a lesson and returned to our rooms.

☆ ☆ ☆

1. He will go to school tomorrow.
2. She will go to school tomorrow.
3. They (men) will go to school tomorrow.
4. They (women) will go to school tomorrow.
5. You (S.M.) will go to school tomorrow.
7. You (P.M.) will go to school tomorrow.
8. You (P.F.) will go to school tomorrow.
9. I (M.F.) will go to school tomorrow.
10. We (M.F.) will go to school tomorrow.
11. Will he go to school tomorrow?
12. Will she go to school tomorrow?
13. Will you (S.M.) go to school tomorrow?
14. He will not go to school tomorrow.
15. She will not go to school tomorrow.
16. I shall not go to school tomorrow.
17. Will he not go to school tomorrow?
18. Will she not go to school tomorrow?
19. Will they (women) not go to school tomorrow?
20. Shall we not go to school tomorrow?

☆ ☆ ☆

This is my elder brother. His name is Mr. Anwar. He works in an office in Delhi. He goes to his office every day in the morning. He gets up from his sleep in the early morning. He goes to the bathroom, cleans his teeth and takes bath. He puts on clean clothes and then eats his breakfast. At 9.00 O'clock he takes his bag and leaves for his office. He works in the office till 4.30 P.M. and returns home at 5.00 P.M.



The policeman is a government employee. He wears an official uniform. He always has a stick in his hand. He moves from one place to another. He catches thieves, gamblers, drunkards and all bad persons. Bad persons are afraid of him. His salary is small but his work is tiresome.



Agra is a small city. It is in North India. This city is small but is very famous. It is famous all over the world for a beautiful tomb. It is called Taj Mahal. It was built by the Mughal Emperor, Shah Jahan many years ago. Thousands of workers built it in twenty years. People come to see this historical monument from all corners of the world.



My friend shahid came to me yesterday evening. I was very happy to see him. I received him with all cheerfulness and seated him in the drawing room. Shahid asked me: will you be busy during the coming week? I said: No, why do you ask me this question? Shahid: I and Tara will go to Nainital during the next week. Will you accompany us? I said: It is a nice idea. Now-a-days it is hot in Delhi. It will be nice if we go to Nainital. How long shall we stay in Nainital? Shahid: we will stay there for two weeks. I: That is nice too. When we come back to Delhi after two weeks, it will not be very hot in Delhi. Shahid: fine, then get ready to leave tomorrow morning. We shall go by bus.

## Simple Past Tense

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1. He was a student.               | 2. She was a student.              |
| 3. They (men) were students.       | 4. They (women) were students.     |
| 5. You (S.F.) were a student.      | 6. You (P.M.) were students.       |
| 7. You (P.F.) were students.       | 8. I (M) was a student.            |
| 9. I (F) was a student.            | 10. We (P.M.) were students.       |
| 11. We (F) were students.          | 12. He was not a student.          |
| 13. She was not a student.         |                                    |
| 14. They (M), were not students.   | 15. They (F), were not students.   |
| 16. You (S.M.) were not a student. | 17. You (S.F.) were not a student. |
| 18. You (P.M.) were not students.  | 19. You (P.F.) were not students.  |
| 20. I (M) was not a student.       | 21. I (F) was not a student.       |
| 22. We (M) were not students.      | 23. Was he a student?              |
| 24. Was she a student?             | 25. Were they (F) students?        |
| 26. Were you (S.M.) a student?     | 27. Was he not a student?          |
| 28. Were we (M) not students?      |                                    |



I was free yesterday. I went to Shahid's house to see him. He was (present) at home. He was very happy to see me. He seated me in the drawing room. His servant was absent yesterday. His sister was also not (present) at home. He went to the kitchen and prepared tea for us. Then we drank tea and talked about many things. After tea we went to Tara's house. Tara was not (present) at home. It was evening. We returned to our houses.

## Comparative & Superlative

This house is beautiful.

This house is more beautiful than that house.

This is the most beautiful house.

Is this house more beautiful than that house?

Is this the most beautiful house?

This room is more spacious than that room.

This film is more interesting than the novel.

This lesson is more difficult than that lesson.

This boy is taller than that boy.

This man is shorter than my brother .

This woman is more beautiful than his sister.

This film is lengthier than that film.

Those stories are more interesting than that story.

Those pens are cheaper than that pen.

This boy is taller than that girl.

My car is costlier than her car.

Those cars are cheaper than my car.

This is the most interesting film.

That is the most interesting story.

This is the cheapest car.

He is the most intelligent student.

She is the most beautiful woman.

This is the most difficult lesson.

This is the most spacious room.

Is he the most intelligent boy?

Is this the costliest car?

Is he the most senior officer.

Is her voice the sweetest of all voices.

Is your house more spacious than that of your friend's?

Is your daughter older than my son?

Are your servants more hardworking than my servant?

## Numerals

I have one book.

My friend has two books.

She has one note-book.

There are two tables in my room.

There are three books and four note-books in her bag.

I bought five pens, and six note-books from the market yesterday evening.

Shahid has eleven books and twelve note-books.

Tara bought fifteen forks and sixteen spoons.

I have one hundred rupees.

He has two hundred books.

## Subjunctive

I want to read this novel.

Do you want to see this film?

I request you to visit me someday.

Can you lend me your bicycle?

I cannot go to London next month.

I pray to God to give me knowledge.

## Adjectival phrases

He is a tall boy.

They are tall boys.

She is a tall girl.

They are tall women.

You (S.M.) are a tall boy.

You (P.M.) are tall boys.

You (S.F.) are a tall girl.

You (P.F.) are tall girls.

I am a tall girl.

We are tall boys.

We are tall girls.

Is he a tall boy?

Are you a tall boy?

A tall boy came to me.

A tall girl came to me.

Tall boys came to me.

Tall girls came to me.

That tall boy came to me.

That tall girl came to me.

Those tall boys came to me.

Those tall girls came to me.

Where is your new pen.

Is this your new shirt?

Is he your older brother?

Is she your younger sister?

My new car is parked in front of my office.

This is a new car.

This is an old table.

These are new cars.

These are old tables.

This is a costly pen.

These are costly pens.



Mr. Adil: Mr. Rashid, are you free tomorrow?

Mr. Rashid: When?

Mr. Adil: In the morning.

Mr. Rashid: No, I am sorry, I will go to see an old friend of mine tomorrow morning. His eldest son is sick.

Mr. Adil: And evening?

Mr. Rashid: I am sorry again, my dear friend this evening too I am busy. I will go to Delhi International Airport. An old friend of mine is coming with his old (aged) mother.

Mr. Adil: When can I see you tomorrow?

Mr. Rashid: You can come to see me in the afternoon at 3 O' clock.

Mr. Adil: fine, thank you.



The President of Egypt received the President of India yesterday . They held talks about improving the bilateral relations between the two countries.



An official source stated that the Ambassador of Pakistan conveyed to the

President of India a verbal message of the President of Pakistan regarding the bilateral relations between India and Pakistan.



The Israeli Prime Minister reached London yesterday afternoon on a six day official visit to Britain. The Israeli Prime Minister will hold talks with the British Prime Minister regarding a peaceful solution to the Middle East problem.



Mr. Yasser Arafat, Chairman of the Palestinian Liberation Organisation reached Cairo last night on a five-day visit to Egypt. He will hold talks with top officials regarding the Palestinian problem and the current situation in the region.



State Minister for foreign affairs will leave here for Vienna on an official visit to Hungary. He will hold talks with the Hungarian authorities aiming at strengthening bilateral relations between the United Arab Emirates and Hungary.



The President of Tunisia received yesterday a member of executive committee of the Palestinian Liberation Organisation. A meeting was held in Kartaj Palace. Present at the meeting were: the Foreign Minister, the Home Minister and the PLO representative in Tunisia.



The Prime Minister of India went to Egypt last month. He met the president of Egypt. He was with him for one hour. After the meeting he told the pressmen that he discussed with the president relations between the two countries.

The Foreign Minister of Egypt visited India last week. The Indian foreign minister and some senior officers of the foreign ministry received him at the airport. The foreign minister of Egypt said at the airport: I will stay in India for three days. I will discuss with the Prime Minister and the foreign minister of India bi-lateral relations. We want to improve our relations with India.





The Prime Minister called an urgent meeting of the cabinet. He discussed with them some important matters. He also informed his colleagues that his discussions with the president of America were successful.



The Home Minister of India met the Prime Minister last night. He was with him for nearly one hour. The Home Minister later informed the pressmen that he did not discuss with the Prime Minister any official matter. It was a purely friendly meeting.



The Prime Minister of India received yesterday evening in his office, the Public Works Minister of Syria. Their meeting lasted for one hour. Sources say that Public Works Minister of Syria delivered a verbal message from the Syrian President to the Prime Minister of India.



The present Chairman of the Organisation of Arab Unity has launched efforts with non-oil producing Arab and African countries to meet the "Natural Consequences" of next year's oil price rise, Foreign Affairs Under Secretary said yesterday.



The Prime Minister today appealed to the people to take the message of family planning to every house to ensure satisfactory living standards to all especially, the weaker sections.

In a message over Radio and Television he said the country's prosperity depended on small families. "We have been making efforts to develop our country so that we are able to give employment to every person and to give a satisfactory living from that employment," he said.



Iraq and India have signed a joint minutes for bilateral economic, trade and technical co-operation. The two countries will explore means of consolidating ties of co-operation in technical, cultural, trade, industry, transport, communication, agriculture and irrigation fields.



The PM will pay a three day visit to Nepal from December 9. This will be his first visit to a neighbouring country since he assumed office this year.



## Glossary

## الكلمات العسيرة

Cup (for tea/coffee)	فَنجَانْ / فَنَاجِينْ
Cup/tumbler	كُوبْ / أَكْوَاطْ
Flower	زَهْرْ / أَزْهَارْ (زَهْرَة . N.U. F.)
Ashtray	مِنْقَضَة / مَنْافِضْ
Sofa	أَرِيكَة / أَرَانِكْ
Radio	رَادِيوْ
Radio-set	جِهَاز رَادِيوْ
Radio-sets	أَجْهَازَة رَادِيوْ
Doorkeeper	بَوَّابْ / بَوَّابُونْ
Airhostess	مُضَيِّفَة / مُضَيِّفَاتْ
Typist (girl)	كَاتِبَة / كَاتِبَاتْ (عَلَى الآلَة)
Clerk	كَاتِبْ / كَتَبَة
Stenographer (man)	كَاتِبُ الْإِخْتِزَالِ
Postman	سَاعِي الْبَرِيدِ
Postmen	سَعَاةُ الْبَرِيدِ
Primary school	مَدْرَسَة إِبْتِدَائِيَّة
Secondary School	مَدْرَسَة ثَانَوِيَّة
Jug	إِبْرِيْقْ / أَبَارِيْقْ
Chalk (piece/ stick)	طَبَاشِيرْ
Receptionist (man)	ضَابِطُ الْإِسْتِقْبَالِ
Receptionists (men)	ضُبَّاطُ الْإِسْتِقْبَالِ
Public Relations Officer (man)	ضَابِطُ الْعَلَاَقَاتِ الْعَامَّةِ
Public Relations Officers (men)	ضُبَّاطُ الْعَلَاَقَاتِ الْعَامَّةِ

Pencil	قَلَمُ الرِّصَاصِ
Blackboard	سَبُورَةٌ / سَبُورَات
Camel	جَمَلٌ / جِمَالٌ
Cow	بَقَرَةٌ / بَقَرَات
Horse	حِصَانٌ / أَخْصِنَةٌ
Mare/horse	فَرَسٌ / أَفْرَاسٌ
Fan	مِرْوَحَةٌ / مَرَاوِجُ
Lion	أَسَدٌ / أُسُودٌ
Sparrow	عُصْفُورَةٌ / عَصَافِيرُ
Bird	طَائِرٌ / طُيُورٌ
Lamp	مِصْبَاحٌ / مَصَابِيحُ
Bi-cycle	دَرَّاجَةٌ / دَرَّاجَات
Umbrella	مِظْلَةٌ / مِظْلَات
Box	صُنْدُوقٌ / صَنَادِيقُ
Bureau (writing desk)	مِنْصَدَةٌ / مَنَاصِدُ
Mirror	مِرْآةٌ / مَرَايَا
Wardrobe	دُولَابٌ / دَوَالِيبُ
Goat	شَاةٌ / شِيَاءٌ
Lamb	حَمْلٌ / حُمْلَانٌ
Magazine	مَجَلَّةٌ / مَجَلَّات
Newspaper	صَحِيفَةٌ / صُحُفٌ
Envelope	ظُرْفٌ / ظُرُوفٌ
Inkpot	دَوَاةٌ / دَوِيَّات
Basket	سَلَّةٌ / سِلَالٌ
Heater	سَخَّانَةٌ / سَخَّانَات
Cooler (water cooler )	مُبَرِّدُ الْمَاءِ
Air (room) cooler	مُبَرِّدُ الْهَوَاءِ
Pin	دَبُوسٌ / دَبَابِيسُ

Shelf	رَفٌّ / رُفُوفٌ
Grocer	بَقَّالٌ / بَقَّالُونَ
Green grocer, vegetable seller	خَضِرَوَاتِي
Plant	نَبْتَةٌ / نَبَاتَاتٌ
Workshop	وَرَشَةٌ / وَرَشٌ ، مَصْنَعٌ / مَصَانِعُ
Technician	فَنِّيٌّ / فَنِّيُونَ
Calendar	تَقْوِيمٌ / تَقَاوِيمُ
Hut	كُوخٌ / أَكْوَاحٌ
Penstand	مِقْلَمٌ / مَقَالِمُ
Lock	قُفْلٌ / أَقْفَالٌ
Key	مِفْتَاحٌ / مِفْتَاحِيخُ
Curtain	سِتَارَةٌ / سِتَائِرُ
Building	عِمَارَةٌ / عِمَارَاتٌ
Vegetable/s	خُضَارٌ
Spectacles/glasses	نَظَّارَاتٌ
Goggles, Sunglasses	نَظَّارَاتُ شَمْسِيَّةٌ
Shoe	حِذَاءٌ / أَحْذِيَّةٌ
Train	قِطَارٌ / قِطَارَاتٌ
Pilot	طَيَّارٌ / طَيَّارُونَ
Stone	حَجَرٌ / أَحْجَارٌ
Aeroplane	طَائِرَةٌ / طَائِرَاتٌ
Official, officer	مَوْظِفٌ / مَوْظِفُونَ
Refrigerator	ثَلَاثَةٌ / ثَلَاثَاتٌ
City	مَدِينَةٌ / مَدَنٌ
Picture	صُورَةٌ / صُورٌ
Statue	تِمْنَالٌ / تِمَائِلُ
Field	مَيْدَانٌ / مَيَادِينُ
Beautiful/handsome	جَمِيلٌ

Tailor	خَيَّاطٌ / خَيَّاطُونَ
Tall/long	طَوِيلٌ
Short	قَصِيرٌ
University	جَامِعَةٌ / جَامِعَاتٌ
Painting	لَوْحَةٌ / لَوَحَاتٌ
Costly, expensive	ثَمِينٌ
Cheap	رَخِيسٌ
Durable	مَتِينٌ
Interesting	مُتَمَعٌّ
Open	مَفْتُوحٌ
Locked	مُقْفَلٌ
Behind	وَرَاءَ
Easy	سَهْلٌ
Difficult	صَعْبٌ
Story	قِصَّةٌ / قِصَصٌ
Present	حَاضِرٌ / مَوْجُودٌ
Spacious	وَاسِعٌ
Fast	سَرِيعٌ
Slow	بَطِيءٌ
Thief, robber	لِصٌّ / لُصُوفٌ
Shirt	قَمِيصٌ / قَمِيصَانٌ
Loyal/faithful	وَفِيٌّ / أَوْفِيَاءُ
Lazy	كَسَلَانٌ / كَسَالَى
Hardworking, industrious	مُجْتَهِدٌ / مُجْتَهِدُونَ
Expert	مَاهِرٌ / مَاهِرُونَ / خَبِيرٌ / خُبَرَاءُ
Old	قَدِيمٌ / قَدَامَى
Narrow	ضَيِّقٌ
Worker	عَامِلٌ / عُمَّالٌ

Crow	غُرَابٌ / غُرْبَانٌ
Animal	حَيَوَانٌ / حَيَوَانَاتٌ
Door	بَابٌ / أَبْوَابٌ
Window	شُبَّاكٌ / شَبَابِيكٌ
In his hand, he has	فِي يَدِهِ
Garden	حَدِيقَةٌ / حَدَائِقُ
Room	غُرْفَةٌ / غُرُقٌ
Sleeping room, bedroom	غُرْفَةُ النَّوْمِ
Dining room	غُرْفَةُ الطَّعَامِ
Drawing room	غُرْفَةُ الْاِسْتِقْبَالِ
Study room	غُرْفَةُ الدِّرَاسَةِ
Kitchen	مَطْبَخٌ / مَطَابِخُ
Bathroom	حَمَّامٌ / حَمَّامَاتٌ
Office	مَكْتَبٌ / مَكَاتِبُ
Peon	فَرَّاشٌ / فَرَّاشُونَ
Absent	غَائِبٌ
Pen	قَلَمٌ / أَقْلَامٌ
Dog	كَلْبٌ / كِلَابٌ
Table	طَاوِلَةٌ / طَاوِلَاتٌ
House	بَيْتٌ / بُيُوتٌ
Hare, rabbit	أَرْنَبٌ / أَرَانِبٌ
Elephant	فِيلٌ / أَفْيَالٌ
Girl	بِنْتٌ / بَنَاتٌ
Boy	وَلَدٌ / أَوْلَادٌ
Man	رَجُلٌ / رِجَالٌ
Driver	سَوَّاقٌ / سَوَّاقُونَ
Class/classroom	فَضْلٌ / فُضُولٌ
Library	مَكْتَبَةٌ / مَكْتَبَاتٌ

Infront of	أَمَامَ
Sister	أُخْتُ / أَخَوَاتُ
Bus-stop	مَوْقِفُ الْبَصِ (مَوَاقِفُ)
Market	سُوقُ / أسواق
Word	كَلِمَةٌ / كَلِمَاتُ
Difficult words, Glossary	كَلِمَاتُ عَسِيرَةٍ
To bring	جَاءَ / يَجِي / جِيئَ (ب)
Pocket	جَيْبُ / جُيُوبُ
Child	طِفْلُ / اَطْفَالُ
From/ made of	مِنْ
Made of wood	مِنَ الْخَشَبِ
Iron	حَدِيدُ
Red stone/sand stone	الْحَجَرُ الْأَخْمَرُ
Gold	ذَهَبُ
Silver	فِضَّةُ
Necklace	قَلَادَةٌ / قَلَائِدُ
Anklet	خَلْعَالُ / خَلَائِلُ
Defect	عَيْبُ / عُيُوبُ
Physical defects	عُيُوبُ بَدَنِيَّةُ
Squint	أَعْوَرُ / عَوْرَاءُ / عَوْرُ
Blind	أَعْمَى / عَمِيَاءُ / عُمَى
Lame	أَعْرَجُ / عَرَجَاءُ / عُرْجُ
Dumb	أَخْرَسُ / خَرَسَاءُ / خُرْسُ
To write	كَتَبَ / يَكْتُبُ / كِتَابَةٌ
To read	قَرَأَ / يَقْرَأُ / قِرَاءَةٌ
To go	ذَهَبَ / يَذْهَبُ / ذَهَابًا
To kill	قَتَلَ / يَقْتُلُ / قِتْلًا

To open	فَتَحَ / يَفْتَحُ / فَتَحَا
Mouse	فَأَرْ / فِئْرَان ( فَأَرْة NUF )
Butcher	جَزَّارٌ / جَزَّارُونَ
Meat	لَحْمٌ
Hostel	دَاخِلِيَّةٌ / دَاخِلِيَّاتٌ
Hostel	دَارُ الْإِقَامَةِ / دُورٌ
To eat	أَكَلَ / يَأْكُلُ / أَكَلَا
Hospital	مُسْتَشْفَى / مُسْتَشْفَيَاتٌ
To sit	جَلَسَ / يَجْلِسُ / جَلُوسًا
Lunch	غَدَاءٌ
Dinner	عَشَاءٌ
Breakfast	فُطُورٌ
Yesterday	أَمْسٍ
Tomorrow	غَدًا
Today	الْيَوْمَ
To visit	زَارَ / يَزُورُ / زِيَارَةٌ
Friend	صَدِيقٌ / أَصْدِقَاءُ
To leave	غَادَرَ / يُغَادِرُ / مُغَادِرَةٌ
After	بَعْدَ
After that	بَعْدَ ذَلِكَ
Also	أَيْضًا
To buy	إِشْتَرَى / يَشْتَرِي / إِشْتِرَاءٌ
Apple	تُفَاح ( تُفَاحَةٌ N.U. )
Banana	مَوْز ( مَوْزَةٌ N.U. )



Grapes	عِنَب (N.U. عِنَبَة)
Oranges	بُرْتَقَال (N.U. بُرْتَقَالَة)
To return, to come back	عَادَ / يَعُودُ / عَوْدَة
Wife	زَوْجَة / زَوْجَات
To see	رَأَى / يَرَى / رُؤْيَة
To ask	سَأَلَ / يَسْأَلُ / سُؤَال
To tell, to say (to)	قَالَ / يَقُولُ / قَوْل (لِ)
Thing	شَيْء / أَشْيَاء
Then	ثُمَّ
Fruit	فَاكِهَة / فَوَاكِه
When	مَتَى
Where	أَيْنَ
What	مَا
Who	مَنْ
Is, are, am? (interrogative)	هَلْ / أ
To work	إِسْتَعْمَلَ / يَسْتَعْمِلُ / إِسْتِعْمَال
To work	عَمِلَ / يَعْمَلُ / عَمَل
Every day	كُلَّ يَوْم
To knock (at)	دَقَّ / يَدُقُّ / دَق (عَلَى)
To enter	دَخَلَ / يَدْخُلُ / دُخُول
Lesson	دَرْس / دُرُوس
Brother	أَخ / إِخْوَة / إِخْوَان
Name	إِسْم / أَسْمَاء
To wake up, to get up	إِسْتَيْقَظَ / يَسْتَيْقِظُ / إِسْتَيْقَظَا
Sleep	نَوَّمَ
Early morning	صَبَاحٌ بَاكِرٌ
To clean	نَظَّفَ / يُنَظِّفُ / تَنْظِيفًا
Tooth, Teeth	سِّنٌّ / أَسْنَان

To take bath	تَحَمُّمٌ / يَتَحَمَّمُ / تَحَمُّمًا
To wear, to put on	إِرْتَدَى / يَرْتَدِي / إِرْتِدَاءٌ
To put on, to wear	لَبَسَ / يَلْبَسُ / لُبْسًا
Clean	نَظِيفٌ
Clothes	مَلَبَسٌ / مَلَابِسٌ
At 9.00 O'clock	فِي السَّاعَةِ التَّاسِعَةِ
A.M., in the morning	صَبَاحًا / فِي الصَّبَاحِ
P.M., in the evening	مَسَاءً / فِي الْمَسَاءِ
Bag	حَقِيَّةٌ / حَقَائِبُ
Till	حَتَّى
At 4:30	فِي السَّاعَةِ الرَّابِعَةِ وَالنِّصْفِ
Policeman	شُرْطِيٌّ / شُرَاطِيُونُ
Policeman/soldier	عَسَاكِرِيٌّ / عَسَاكِرُ
Police	شُرْطَةٌ
Government	حُكُومَةٌ / حُكُومَاتُ
Government official	مَوْظِفٌ حُكُومِيٌّ
Uniform	زِيٍّ / أَرْيَاءُ
Official uniform	زِيٍّ رَسْمِيٍّ
Always	دَائِمًا
Stick	عَصَا / عِصِيٌّ
To move	إِنْتَقَلَ / يَنْتَقِلُ / إِنْتِقَالًا
To hold, to catch	أَمْسَكَ / يُمْسِكُ / إِمْسَاكًا
To arrest, to catch (s. o.)	أَلْقَى / يُلْقِي الْقَبْضَ عَلَى
Gambler	مُقَامِرٌ / مُقَامِرُونَ
Drunkard	مُسْكِرٌ / مُسْكِرُونَ
Bad people/ persons	أَصْحَابُ الشُّوْءِ
To fear from	خَافَ / يَخَافُ / خَوْفًا مِنْ
Afraid of	خَائِفٌ / خَائِفُونَ مِنْ

Salary	مُرْتَب / مُرْتَبَات
Tiresome, tiring	مُتْعِب
Agra	آجَرَا / أَكْرَا
North India	شِمَالُ الْهِنْد
North	شِمَال
South	جُنُوب
East	مَشْرِق
West	مَغْرِب
But	لَكِنْ
Famous	مَشْهُور / شَهِير
All over/around the world	حَوْلَ الْعَالَم
Tomb	مَقْبَرَة / مَقَابِر
To build	بَنَى / يَبْنِي / بِنَاء
To be built	يُبْنَى / يُبْنَى / بِنَاء
Emperor	إِمْبِرَاطُور / أَبَاطِرَة
The Mughal Emperor	الْإِمْبِرَاطُورُ الْمُغُولِي
Ago, Before	قَبْلَ
Thousand	أَلْف / أَلُوف
Monument	أَثَر / آثَار
Historical monument	أَثَر تَارِيخِي
Corner	نَحْو / أَنْحَاء
World	دُنْيَا
World	عَالَم
Happy	سَعِيد / سَعْدَاء
To receive	إِسْتَقْبَلَ / يَسْتَقْبِلُ / إِسْتِقْبَالًا
Cheerfulness	بَشَاشَة
To seat, to offer a seat	أَجْلَسَ / يُجْلِسُ / إِجْلَاسًا
Busy	مَشْغُول

Weak	أُسْبُوعٌ / أُسَابِيعُ
Next weak	الْأُسْبُوعُ الْقَادِمُ
Why	لِمَاذَا
Question	سُؤَالٌ / أَسْئَلَةٌ
During	خِلَالِ
To accompany	رَافِقٌ / يُرَافِقُ / مُرَافِقَةٌ
Idea, thought	فِكْرَةٌ / فِكْرٌ
Good idea, nice idea	فِكْرَةٌ جَمِيلَةٌ
Now-a-days, these days	فِي هَذِهِ الْيَوْمِ
Heat	حَرَارَةٌ
It is hot, it is live	هُنَاكَ حَرَارَةٌ
It will be nice	يَكُونُ حَسَنًا
How long, till when	حَتَّى مَتَى
To stay	أَقَامَ / يُقِيمُ / إِقَامَةٌ
To return, to come back	رَجَعَ / يَرْجِعُ / رُجُوعًا
When	عِنْدَمَا
When we come back	عِنْدَمَا نَعُودُ / نَرْجِعُ
Fine, good	طَيِّبٌ
To prepare, to get ready	إِسْتَعَدَّ / يَسْتَعِدُّ / إِسْتِعْدَادًا
To ge ready	أَخَذَ / يَأْخُذُ (الْإِسْتِعْدَادَ)
By bus	بِالْبَاصِ / بِالْبَصِّ
To be	كَانَ / يَكُونُ / كَوْنًا
He was	كَانَ
He was not	مَا كَانَ / لَمْ يَكُنْ
Was he	هَلْ كَانَ / أَكَانَ
Free, unoccupied	فَاضِيٌ / خَالِيٌ
To prepare s.th.	أَعَدَّ / يُعِدُّ / إِعْدَادًا
To drink	شَرِبَ / يَشْرَبُ / شُرْبًا

To talk	تَحَدَّثُ / يَتَحَدَّثُ / تَحَدَّثَانَا
Many, much	كَثِيرٌ
Many things	أَشْيَاءُ كَثِيرَةٌ
About	حَوْلَ / عَنْ
Comparative/ superlative noun (adjectival)	إِسْمُ التَّفْضِيلِ
More spacious	أَوْسَعُ
Bulkier, thicker	أَضْعَمُ
More beautiful	أَجْمَلُ
More interesting	مُتَمَعِّعٌ أَكْثَرُ
More difficult	أَضْعَبُ
Taller, lengthier	أَطْوَلُ
Shorter	أَقْصَرُ
Cheaper	أَرْخَصُ
Costlier	أَغْلَى
More intelligent	أَذْكَى
Senior, older	أَقْدَمُ / أَكْبَرُ
Sweeter	أَخْلَى
Voice, sound	صَوْتُ / أَصْوَاتٌ
More hardworking	مُجْتَهِدٌ أَكْثَرُ
Servant	خَادِمٌ / خَدَمٌ
Rupee	رُوبِيَّةٌ / رُوبِيَّاتٌ
One hundred rupees	مِئَةَ رُوبِيَّةٍ
I want to read	أَوْدُ أَنْ أَقْرَأَ
Do you want to see	هَلْ تُرِيدُ أَنْ تَرَى
I request you to visit	أَرْجُو أَنْ تَزُورَ
I can not go	لَا يُمَكِّنُ لِي أَنْ أَذْهَبَ
I pray to God to give me	أَدْعُوا إِلَى اللَّهِ أَنْ يُعْطِيَنِي
To come	قَدِيمٌ / يَقْدَمُ / قُدُومًا

Elder	أكْبَرُ
Is he?	هَلْ هُوَ / أَهْوَا؟
Younger	أَصْغَرُ
Parked	وَاقِفَةٌ
New	جَدِيدٌ
Old	قَدِيمٌ
Sorry (I am)	آسِفٌ
Sick/ unwell	مَرِيضٌ / مَرَضِي
My dear friend	صَدِيقِي الْعَزِيزُ
Airport	مَطَارٌ / مَطَارَاتٌ
Delhi International Airport	مَطَارُ دِلْهِى الدَّوْلَى
Old, aged	مُسِنٌ
To be able, can	أَمْكَنَ / يُمَكِّنُ / إِمْكَانًا
In the afternoon	عَصْرًا / فِي الْعَصْرِ
Thanks, Thank you	شُكْرًا
Journalism	صَحَافَةٌ
Daily newspaper	صَحِيفَةٌ
Journalistic; journalist	صُحْفِيٌّ
Presiden, head, chief, chairman	رَأِيسٌ / رُؤَسَاءُ
Egypt	مِصْرُ
India	الْهِنْدُ
To hold (talks)	أَجْرَى / يُجْرَى / إِجْرَاءُ (مُحَادَثَاتٍ)
To improve	حَسَّنَ / يُحَسِّنُ / تَحْسِينًا
Relation/s	رَابِطَةٌ / رَوَابِطُ، عِلَاقَةٌ / عِلَاقَاتُ
Bilateral relations	عِلَاقَاتُ ثَنَائِيَّةٍ
Between	بَيْنَ
Source	مَضَدَّرُ / مَضَادِرُ
Official source	مَضَدَّرُ رَسْمِيٌّ

Ambassador	سَفِيرٌ / مُفَرَّاءٌ
To convey	بَلَّغَ / يُبَلِّغُ / تَبَلَّغَ
Message	رِسَالَةٌ / رِسَالَاتٌ
Verbal message	رِسَالَةٌ شَفَهِيَّةٌ
Written message	رِسَالَةٌ خَطِيَّةٌ
Regarding	حَوْلَ / عَنْ
Prime Minister	رئيسُ الوُزَرَاءِ
To reach, to arrive (at)	وَصَلَ / يَصِلُ / (إِلَى) وَصُولًا
London	لُنْدُنْ
Pakistan	بَاكِسْتَانْ
Israel	إِسْرَائِيلَ
Afternoon	بَعْدَ الظُّهْرِ / ظَهْرًا
Britain	بَرِيطَانِيَا
Visit	زِيَارَةٌ / زِيَارَاتٌ
Official visit	زِيَارَةٌ رَسْمِيَّةٌ
Six-day (long)	تَسْتَعْرِقُ سِتَّةَ أَيَّامٍ
Solution	حَلٌّ / حُلُولٌ
Peaceful	سَلِيمٌ
Problem	مُشْكِلَةٌ / مَشَاكِلُ
Middle East	الشَّرْقُ الْأَوْسَطُ
PLO=Palestinian	مُنْظَمَةُ التَّخْرِيرِ الْفِلَسْطِينِيَّةِ
Liberation Organisation	
Cairo	القَاهِرَةُ
Last night	الْبَارِحَةَ
Top officials	كِبَارُ الْمُوظَّفِينَ
Situation	وَضْعٌ / أَوْضَاعٌ
Current situation	الْوَضْعُ الرَّاهِنُ
Region	إِقْلِيمٌ / أَقَالِيمُ

Minister	وَزِيرٌ / وَزَرَاءُ
Minister of state	وَزِيرُ الدَّوْلَةِ
Foreign Affairs	الشُّؤُونُ الْخَارِجِيَّةُ
Vienna	فِيِينَا
Hungary	الْمَجَر
Authorities	سُلْطَة / سُلْطَات
Aiming (at), To aim at	هَدَفَ / يَهْدِفُ / هَدَفًا (إِلَى)
To strengthen	عَزَّزَ / يُعَزِّزُ / تَعْزِيزًا
United Arab Emirates (UAE)	الإِمَارَاتُ الْعَرَبِيَّةُ الْمُتَّحِدَةُ
Tunisia	تُونِس
Member	عُضْوٌ / أَغْضَاءُ
Committee	لَجْنَةٌ / لِحَانٌ
Executive Committee	اللَّجْنَةُ التَّنْفِيزِيَّةُ
To hold (meeting)	عَقَدَ / يَعْقِدُ / عَقْدًا
Meeting	إِجْتِمَاعٌ / إِجْتِمَاعَات
Palace	قُصْرٌ / قُصُورٌ
Kartaj Palace	قُصْرُ قَرْطَاج
Present at the meeting were...	حَضَرَ الْإِجْتِمَاعَ
Foreign Minister	وَزِيرُ الْخَارِجِيَّةِ
Home Minister	وَزِيرُ الدَّاخِلِيَّةِ
Representative	مُمَثِّلٌ / مُمَثِّلُونَ
Last month	فِي الشَّهْرِ الْمَاضِي
To meet	قَابَلَ / يُقَابِلُ / مُقَابَلَةً
He was with him	كَانَ مَعَهُ
Hour; watch, clock	سَاعَةٌ / سَاعَات
For one hour	لِسَاعَةٍ
Pressmen	رِجَالُ الصَّحَافَةِ
To discuss	بَحَثَ / يَبْحَثُ / بَحْثًا



Last week (in the)	فِي الْأُسْبُوعِ الْمَاضِي
Public Works Minister	وَزِيرُ الْأَشْغَالِ الْعَامَّةِ
Syria	سُورِيَّة
Syrian	سُورِيّ
To last	إِسْتَفْرَقَ / يَسْتَفْرِقُ / إِسْتَفْرَاقًا
Only	فَقَطْ
Minute	دَقِيقَةٌ / دَقَائِقُ
Report	تَقْرِيرٌ / تَقَارِيرُ
Pressreports	التَّقَارِيرُ الصُّحُفِيَّةُ
Present Chairman	الرَّئِيسُ الْحَالِي
Organisation of Arab Unity	مُنْظَمَةُ الْإِتِّحَادِ الْعَرَبِيِّ
Effort, attempt	مُحَاوَلَةٌ / مُحَاوَلَاتٌ
Oil producing countries	الدُّوَلُ الْمُنتِجَةُ لِلْبِتْرُولِ
Non-oil producing countries	الدُّوَلُ غَيْرُ الْمُنتِجَةِ لِلْبِتْرُولِ
Arab countries	الدُّوَلُ الْعَرَبِيَّةُ
African countries	الدُّوَلُ الْإِفْرِيْقِيَّةُ
Result, consequence	نَتِيجَةٌ / نَتَائِجُ
Natrural consequences	النَّتَائِجُ الطَّبِيعِيَّةُ
Price, rate	سِعْرٌ / أَسْعَارٌ
Under Secretary	وَكِيلُ الْوِزَارَةِ
To appeal, to urge	نَاشَدَ / يُنَاشِدُ / مُنَاشِدَةٌ
People	شَعْبٌ / شُعُوبٌ
Family planning	تَنْظِيمُ الْأُسْرَةِ
To ensure	لِضْمَانٍ
To assure, to guarantee	ضَمَنَ / يَضْمُنُ / ضَمَانًا
Standard	مِغْيَارٌ / مَعَايِيرُ
Standard of living	مِغْيَارُ الْمَعِيشَةِ
Satisfactory	مُرْضِيٌّ / مُرْضِي

For/to all	لِلجَمِيعِ
Especially	خَاصَّةً / بِخَاصَّةِ
Weaker sections	الطَّبَقَاتُ الْمَحْدُودَةُ الدُّخْلِ
Radio	إِذَاعَةٌ
Television	تِلْفِزِيُون
Prosperity	رَفَاهِيَّةٌ
To depend (on)	إِعْتَمَدَ / يَغْتَمِدُ / إِغْتِمَادًا (عَلَى)
Family	أُسْرَةٌ / أُسَرٌ
We have been making efforts	نَبْذُلُ مَجْهُودَاتٍ
To develop	طَوَّرَ / يُطَوِّرُ / تَطْوِيرًا
To develop	نَمَّى / يُنْمِي / تَنْمِيَّةٌ
Employment, work	وِظِيفَةٌ / وِظَائِفُ
Iraq	العِرَاق
To sign	وَقَعَ / يُوقِعُ (عَلَى) / تَوَقَّعًا
Minutes (of meeting)	مَخْضَرٌ / مَخَاضِرُ
Joint Minutes	مَخْضَرٌ مُشْتَرَكٌ
Cooperation	تَعَاوُنٌ
Economic cooperation	التَّعَاوُنُ الْاِقْتِصَادِيّ
Trade cooperation	التَّعَاوُنُ التِّجَارِيّ
Technical cooperation	التَّعَاوُنُ الْفَنِّيّ
Cultural cooperation	التَّعَاوُنُ الثَّقَافِيّ
Industrial cooperation	التَّعَاوُنُ الصَّنَاعِيّ
To explore	نَقَّبَ / يُنْقَبُ / تَنْقِييًا (عَنْ)
Means, path, pathway	سَبِيلٌ / سُبُلٌ
Way, route	طَرِيقٌ / طُرُقٌ
To consolidate	كَتَّفَ / يُكْتَفُ / تَكْثِيفًا
Tie; relation	رَابِطَةٌ / رَوَابِطُ
Industry	صِنَاعَةٌ / صِنَاعَاتُ

Agriculture	زِرَاعَةٌ
Culture	ثَقَالَةٌ / ثَقَالَاتٌ
Transport	نَقْلٌ
Nepal	النِّيبَال
Neighbour	جَارٌ / جِيرَانٌ
Country, state	دَوْلَةٌ / دَوْلٌ
Neighbouring country	دَوْلَةٌ جَارَةٌ
To assume (office)	تَقَلَّدَ / يَتَقَلَّدُ / تَقَلُّدًا (الْمَنْصِبِ)
Standing	وَاقِفٌ / وَاقِفُونَ
Sitting	جَالِسٌ / جَالِسُونَ
Teacher, instructor	مُعَلِّمٌ / مُعَلِّمُونَ
Tamiya i.e. a fried stuff resembling pakora i.e. a piece of some vegetable covered with chick-pea flour and deep fried	طَعْمِيَّةٌ
Together	سَوِيًّا
Day time (from sunrise to sunset)	نَهَارٌ / أَنْهَرٌ
Room	غُرْفَةٌ / غُرْفٌ / غُرَفَاتٌ
To find	وَجَدَ / يَجِدُ / وَجُودًا
Specialist	مُتَخَصِّصٌ / مُتَخَصِّصُونَ
Client	زَبُونٌ / زَبَائِنٌ
Crowded	مُزْدَحِمٌ
Counter	كُؤَةٌ / كُؤَاتٌ
Queue	طَابُورٌ / طَوَابِيرُ
To wait	إِنْتَظَرَ / يَنْتَظِرُ / إِنْتِظَارًا
Receipt counter	كُؤَةُ الْإِسْتِلَامِ
Payment counter	كُؤَةُ الدَّفْعِ
Dawn, early morning	فَجْرٌ
Toothpaste	مَغْجُونُ الْأَسْنَانِ

News	خَبَرٌ / أَخْبَارٌ
Bursh	فُرْشَةٌ / فُرْشَاتٌ
To take bath	إِغْتَسَلَ / يَغْتَسِلُ / إِغْتِسَالًا
To wear clothes	لَبَسَ / يَلْبَسُ / لَبَسًا
Breakfast	فُطُورٌ
Lunch	غَدَاءٌ
Dinner	عَشَاءٌ
Bread	عَيْشٌ
Egg	بَيْضَةٌ / بَيْضٌ
Butter	زُبْدَةٌ
Milk	لَبَنٌ
Hand bag, vanity bag	حَقِيبَةُ الْيَدِ
To go out, to leave	خَرَجَ / يَخْرُجُ / خُرُوجًا
To begin, to start	بَدَأَ / يَبْدَأُ / بَدْءٌ
Exact	تَمَامًا
At 5:00 O'clock exact	فِي السَّاعَةِ الْخَامِسَةِ تَمَامًا
Morning Newspaper	جَرِيدَةُ صَبَاحِيَّةٍ
Intelligent	ذَكِيٌّ / أَذْكِيَاءُ
Cultured, civilized	مُهَذَّبٌ / مُهَذَّبُونَ
To play	لَعِبَ / يَلْعَبُ / لَعِبًا
To live, to reside	سَكَنَ / يَسْكُنُ / سَكْنًا
Flat, apartment	شُقَّةٌ / شِقَقٌ
Floor	دَوْرٌ / أَذْوَارٌ
Ground floor	الدَّوْرُ الْأَرْضِيُّ
Balcony	شُرْفَةٌ / شُرَفَاتٌ
Father	وَالِدٌ
Mother	وَالِدَةٌ
People, humanbeing	إِنْسَانٌ / أَنْاسٌ

Street, road	شَارِعٌ / شَوَارِعُ
Vehicles	عَرَبَةٌ / عَرَبَاتٌ
To sleep	نَامَ / يَنَامُ / نَوْمًا
Comfortable	مُرِيحٌ
Mattress	مَرْتَبَةٌ / مَرْتَبَاتٌ
Bedsheet	مَلَاءَةٌ / مَلَاءَاتٌ
Quilt	لِحَافٌ / لِحَافٌ
Blanket	بَطَانِيَّةٌ / بَطَانِيَّاتٌ
Pillow	وِسَادَةٌ / وِسَائِدٌ
Guest	ضَيْفٌ / ضُيُوفٌ
Active	نَشِيطٌ / نَشَاطٌ
Beloved	مَحْبُوبٌ / مَحْبُوبُونَ
All	جَمِيعٌ
With all the people	عِنْدَ جَمِيعِ النَّاسِ
Ash-coloured, Grey	رَمَادِيٌّ
To hang	عَلَّقَ / يُعَلِّقُ / تَغْلِيْقًا
Shoulder	كَتِفٌ / اِكْتِفَاتٌ
To put	وَضَعَ / يَضَعُ / وَضْعًا
Letter	رِسَالَةٌ / رِسَائِلٌ
Parcel	طَرْدٌ / طُرُودٌ
In the sun	فِي الشَّمْسِ
Sun	شَمْسٌ / شُمُوسٌ
Rain	مَطَرٌ / اَمْطَارٌ
In the rain	فِي المَطَرِ
To perform	أَدَّى / يُؤَدِّي / تَأْدِيَةٌ
Duty	وَاجِبٌ / وَاجِبَاتٌ
To deliver, to handover	سَلَّمَ / يُسَلِّمُ / تَسْلِيمًا
News, information	نَبَأٌ / اَنْبَاءٌ

Happy	سَارٌ
Sad	مُنْخَزِنٌ
To feel	شَعَرَ / يَشْعُرُ / شُعُورًا
Happiness	سُرُورٌ
Person	شَخْصٌ / اشْخَاصٌ
Famous, known	مَعْرُوفٌ / مَعْرُوفُونَ
Respected	مُحْتَرَمٌ / مُحْتَرَمُونَ
Village	قَرْيَةٌ / قُرَى
Villager	قَرَوِيٌّ / قَرَوِيُّونَ
To respect	إِحْتَرَمَ / يَحْتَرِمُ / إِحْتِرَامًا
To love	أَحَبَّ / يُحِبُّ / مَحَبَّةً
Capital (city)	عَاصِمَةٌ / عَوَاصِمُ
Factory, plant	مَصْنَعٌ / مَصَانِعُ
Station	مَحْطَةٌ / مَحَطَّاتٌ
Radio station	مَحْطَةُ الإِذَاعَةِ
T.V. station	مَحْطَةُ التَّلَافُزِ
Parliament House	دَارُ الْبَرْلَمَانِ
Republic	جُمْهُورِيَّةٌ
President of the Republic	رَئِيسُ الْجُمْهُورِيَّةِ
Living area, colony	حَارَةٌ / حَارَاتٌ
Inmate, resident	سَاكِنٌ / سُكَّانٌ
Fort	قَلْعَةٌ / قِلَاعٌ
Red Fort	الْقَلْعَةُ الْحُمْرَاءُ
Leader	رَءِيسٌ / رُءَمَاءُ
National leader	الرَّءِيسُ الْوَطْنِيُّ
Facility, utility, appurtenance	مَرَفِقٌ / مَرَافِقُ
Facilities of life	مَرَافِقُ الْحَيَاةِ
Important	هَامٌ

Like, for example	مِثْل
Mail	بَرِيد
Post Office	مَكْتَبُ الْبَرِيد
Centre	مَرْكَزٌ / مَرَاكِزُ
Police Station	مَرْكَزُ الشُّرْطَةِ
First aid centre	مَرْكَزُ الْإِسْعَافِ
Fire station	مَرْكَزُ الْمَطَافِي
Railways	السَّكَّةُ الْحَدِيدِ
Hospital	مُسْتَشْفَى / مُسْتَشْفِيَّاتٌ
Public Hospital	الْمُسْتَشْفَى الْعَامُ
To be situated	وَقَعَ / يَقَعُ / وَقُوعًا
Kilometre	كِلُومِتر
To build	بَنَى / يَبْنِي / بِنَاءٌ
Memory	تَذْكَارٌ
Marble	مَرْمَرٌ
White marble	الْمَرْمَرُ الْأَبْيَضُ
Platform	مِصْطَبَةٌ / مِصَاطِبُ
To appear	ظَهَرَ / يَظْهَرُ / ظُهُورًا
Form, face	شَكْلٌ / أَشْكَالٌ
Bright	لَامِعٌ
Night	لَيْلَةٌ / لَيَالِي
Moonlit	مُقَمَّرٌ
To come	أَتَى / يَأْتِي / إِتْيَانًا
To watch, to see	شَاهَدَ / يُشَاهِدُ / مُشَاهَدَةٌ
To be said	قِيلَ / يُقَالُ / قَوْلًا
To cost	كَالَفَ / يُكَلِّفُ / تَكْلِيفًا
Money, funds, wealth	مَالٌ / أَمْوَالٌ
Fountain	نَافُودَةٌ / نَوَافِيرُ

To sprinkle	رَشَّ / يَرْشُ / رَشًّا
Sign, symbol	رَمَزٌ / رُمُوزٌ
Glory	مَجْدٌ / اَمَجَادٌ
Proof	دَلِيلٌ / اِدِلَّةٌ
Love	حُبٌّ
Expensive, costly	ثَمِينٌ
Good	طَيِّبٌ / طَيِّبُونَ
Only	فَقَطْ
Earlier	مِنْ قَبْلُ
To move, to run	سَارَ / يَسِيرُ / سَيْرًا
To drag, to pull	جَرَّ / يَجُرُّ / جَرًّا
Benzin, petrol	بَنْزِينٌ
Train	قِطَارٌ / قِطَارَاتٌ
Steam	بُخَارٌ / اُبْخِرَةٌ
To cover	قَطَعَ / يَقْطَعُ / قَطْعًا
Way, passage	طَرِيقٌ / طُرُقٌ
Pedestrian	مَاشِيٌ / مَشَاةٌ
To pass	مَرَّ / يَمُرُّ / مُرُورًا
Wheel	عَجَلَةٌ / عَجَلَاتٌ
Steering wheel	عَجَلَةُ الْقِيَادَةِ
Tyre; frame-work	إِطَارٌ / إِطَارَاتٌ
Mile	مَيْلٌ / اَمْيَالٌ
Rubber	مَطَّاطٌ
To cause, to create	أَخَذَتْ / يُخْدِتُ / إِخْدَاتًا
To drive, to lead	قَادَ / يَقْودُ / قِيَادَةً
Information	مَعْلُومَاتٌ
Useful	مُفِيدٌ
To thank	شَكَرَ / يَشْكُرُ / شُكْرًا



Thank you very much, thanks a lot	شُكْرًا جَزِيلًا
Pardon! sorry	عَفْوًا / الْعَفْوُ
Success	نَجَاحٌ / نَجَاحَاتٌ
Examination	إِمْتِحَانٌ / إِمْتِحَانَاتٌ
Last	أَخِيرٌ
To help, to assist	سَاعَدَ / يُسَاعِدُ / مُسَاعِدَةٌ
To complete, to carry out	أَنْجَزَ / يُنْجِزُ / أَنْجَازًا
To educate, to instruct	عَلَّمَ / يُعَلِّمُ / تَعْلِيمًا
To know	عَرَفَ / يَعْرِفُ / عِرْفَانًا
Time	زَمَنٌ / أَرْمَانٌ
Minute	دَقِيقَةٌ / دَقَائِقُ
To equate, to be equal to	سَاوَى / يُسَاوِي / مُسَاوَاةٌ
Second, 1/60 minute	ثَانِيَةٌ / ثَوَانِي
Dial; Port, seaport,	مِينَاءُ / مِينَاءُ أَتْ
Figure	رَقْمٌ / أَرْقَامٌ
Hand (of a watch)	عَقْرَبٌ / عَقَارِبُ
To point (to)	أَشَارَ / يُشِيرُ (إِلَى) إِشَارَةً
To hold	عَقَدَ / يَعْقِدُ / عَقْدًا
Cabinet, council of ministers	الْمَجْلِسُ الْوِزَارِيُّ
Soon	عَاجِلًا
Headship, presidentship	رِئَاسَةٌ
To attend	حَضَرَ / يَحْضُرُ / حُضُورًا
Number	عَدَدٌ / أَعْدَادٌ
Issue, problem	مَسْأَلَةٌ / مَسَائِلُ
To concern	هَمٌّ / يَهْمُ / هَمًّا
Finance Minister	وَزِيرُ الْمَالِيَّةِ
Education Minister	وَزِيرُ (التَّعْلِيمِ وَ) التَّرْبِيَةِ
Public Works Minister	وَزِيرُ الشُّقَاةِ

Home Minister	وَزِيرُ الدَّاخِلِيَّةِ
Foreign Minister	وَزِيرُ الْخَارِجِيَّةِ
Minister	وَزِيرٌ / وَزَرَاءُ
Reason	سَبَبٌ / أَسْبَابٌ
For some reasons	لِأَسْبَابٍ مَا
Cold	بَارِدٌ
Very cold	بَارِدٌ جَدًّا
Class/classroom	صَفٌّ / صُفُوفٌ
Clothe	ثَوْبٌ / ثِيَابٌ
Wool	صُوفٌ / أَصْوَافٌ
Woollen	صُوفِيٌّ
To open	فَتَحَ / يَفْتَحُ / فَتَحَا
To teach	دَرَسَ / يُدَرِّسُ / تَدْرِيسًا
Obscure/difficult	غَامِضٌ
He began to write	أَخَذَ يَكْتُبُ
Meaning	مَعْنَى / مَعَانِي
Miss (Unmarried girl)	أَيَّسَةٌ / أَوَانِسُ
Mr./ gentleman	سَيِّدٌ / سَادَةٌ
Mrs./ lady	سَيِّدَةٌ / سَيِّدَاتٌ
O' (each one of these is vocative)	يَا / يَا أَيُّهَا / أَيُّ
People, nation	شُعْبٌ / شُعُوبٌ
To love, to like	وَدَّ / يُوَدُّ / وَدَادًا
Link, connection	صِلَةٌ / صِلَاتٌ
Friendly relation	صِلَةٌ وَدِيَّةٌ
Neighbour	جَارٌ / جِيرَانٌ
Deep heart	صَمِيمُ الْقَلْبِ
Heart	قَلْبٌ / قُلُوبٌ
To happen	حَدَثَ / يَحْدُثُ / حُدُوثًا

War	حَرْبٌ / حُرُوبٌ
However	عَلَى أَنَّهُ
Army	جَيْشٌ / جُيُوشٌ
Strong	قَوِيٌّ / أَقْوِيَاءُ
Defence	دِفَاعٌ
Sovereignty	سِيَادَةٌ
Pilot	طَيَّارٌ / طَيَّارُونَ
Seaman, navy man	بَحَّارٌ / بَحَّارُونَ
Artillery man	مِذْفَعِيٌّ / مِذْفَعِيُّونَ
To defend	دَافِعٌ / يُدَافِعُ / مُدَافِعَةٌ
Bravery	شَجَاعَةٌ
To protect, to defend	حَمَى / يَحْمِي / حِمَايَةٌ
Evil	شَرٌّ / أَشْرَارٌ
To ward (off)	رَدٌّ / يَرُدُّ (عَنْ)
Attack, aggression	عُدْوَانٌ
Noon	ظَهْرٌ
Afternoon	بَعْدَ الظُّهْرِ
Scheduled time, Appointment	مَوْعِدٌ / مَوَاعِدُ
Bulletin	نَشْرَةٌ / نَشْرَاتٌ
Second News Bulletin	نَشْرَةُ الْأَخْبَارِ الثَّانِيَّةُ
End	خِتَامٌ
Commentary	تَغْلِيْقٌ / تَغْلِيْقَاتٌ
Brief/ headlines	مَوْجِزٌ
Session	جَلْسَةٌ / جَلْسَاتٌ
To be completed	تَمَّ / يَتِمُّ / تَمَامًا
Elections	إِنْتِخَابَاتٌ
To send	أَرْسَلَ / يُرْسِلُ / إِرْسَالًا
Security Forces	قُوَّاتُ الْأَمْنِ

Country	بَلَدٌ / بُلْدَانٌ
Security Council	مَنْجَلِسُ الْأَمْنِ
United Nations	الْأُمَمُ الْمُتَّحِدَةُ
News	نَبَأٌ / أَنْبَاءٌ
Detail	تَفْصِيلٌ / تَفْصِيْلَاتٌ
To hear, to listen	سَمِعَ / يَسْمَعُ / سَمْعًا
Every day three times, thrice in a day	كُلُّ يَوْمٍ ثَلَاثَ مَرَّاتٍ
To broadcast	أَذَاعَ / يُذْنِعُ / إِذَاعَةٌ
Good morning	صَبَاحَ الْخَيْرِ
How	كَيْفَ
How do you do?	كَيْفَ الْحَالُ
Good	خَيْرٌ
I am good, I am o.k.	أَنَا بِخَيْرٍ
God be praised	الْحَمْدُ لِلَّهِ
Engineer	مُهَنْدِسٌ / مُهَنْدِسُونَ
Confrere, colleague (in profession)	زَمِيلٌ فِي الْعَمَلِ
To represent	مَثَلَ / يُمَثِّلُ / تَمْثِيلًا
Company	شِرْكَةٌ / شِرَكَاتٌ
Project	مَشْرُوعٌ / مَشَارِيعُ
Engineering Projects	الْمَشَارِيعُ الْهَنْدَسِيَّةُ
Major, main	رَأْسِيٌّ
To do s. th., to carry out	قَامَ / يَقُومُ / قِيَامًا (ب)
To execute, to implement	نَفَّذَ / يُنَفِّذُ / تَنْفِيذًا
Friendly country	الْبَلَدُ الصَّدِيقُ
Friendly countries	الْبُلْدَانُ الصَّدِيقَةُ
To meet	قَابَلَ / يُقَابِلُ / مُقَابَلَةٌ
Excellency	مَعَالَى
His Excellency the Minister of Industry	مَعَالَى وَزِيرُ الصَّنَاعَةِ

Any	أَيُّ
For God's sake	بِاللَّهِ
To be kind	تَكْرُمًا / يَتَكْرَمُ / تَكْرُمًا
If	لَوْ
If you could	لَوْ تَكْرُمْتَ
Welcome	أَهْلًا وَسَهْلًا
Yes	نَعَمْ
No	لَا
Sir	يَا سَيِّدِي
Married	مُتَزَوِّجٌ / مُتَزَوِّجُونَ
I am not	أَنَا لَسْتُ
I have	عِنْدِي
Child	طِفْلٌ / أَطْفَالٌ
To come	جَاءَ / يَجِيءُ / جِيئَ
Assignment, mission, work	مِهْمَةٌ / مِهْمَاتٌ
Hotel	فُنْدُقٌ / فُنَادِقُ
How much	كَمْ
Coffee	قَهْوَةٌ
To want, to wish	أَرَادَ / يُرِيدُ / إِرَادَةٌ
A bien tot, see you	إِلَى اللَّقَاءِ
With peace, bye bye	مَعَ السَّلَامَةِ

**Translation Exercises**  
**Arabic-English**  
**With Glossary**

نَلَّ الرَّئِيسُ الْأَمْرِيكِيُّ جُورْجُ بُوْشْ هَاتِفِيًّا لِأَوَّلِ مَرَّةٍ بِالرَّئِيسِ الشُّوْرِيِّ بِشَارِ الْأَسَدِ.  
الَّتِ وَكَالَةُ الْأَنْبَاءِ الشُّوْرِيَّةُ الرَّسْمِيَّةُ إِنَّ الرَّئِيسَيْنِ أَغْرَبَا خِلَالَ الْمُكَالَمَةِ عَنْ رَغْبَتِهِمَا فِي  
مَلِّ مِنْ أَجْلِ التَّوَصُّلِ إِلَى اتِّفَاقٍ سَلَامٍ فِي الشَّرْقِ الْأَوْسَطِ.  
كَرَّثَ الْوِكَالَةُ الشُّوْرِيَّةُ أَنَّ الرَّئِيسَ الشُّوْرِيَّ شَدَّدَ عَلَى الْحَاجَةِ لِمُعَالَجَةِ مَشَاكِلِ  
نُطْقَةٍ بِصُورَةٍ إِيْجَابِيَّةٍ وَحَيَادِيَّةٍ.



نَ سَفِيرُ الْمَمْلَكَةِ الْعَرَبِيَّةِ الشُّعُودِيَّةِ فِي الْكُوَيْتِ أَحْمَدُ الْيَحْيَى أَنَّ الْمَمْلَكَةَ بَدَأَتْ  
بِيقِ التَّنْظِيمِ الْجَدِيدِ لَخِدْمَاتِ الْمُعْتَمِرِينَ وَزُؤَارِ الْمَسْجِدِ النَّبَوِيِّ الشَّرِيفِ وَذَلِكَ  
بَارًا مِنْ غُرَّةِ صَفَرِ الْجَارِي.

ضَحَّ الْيَحْيَى أَنَّ التَّنْظِيمَ الْجَدِيدَ الَّذِي يُعْتَبَرُ نَقْلَةً نَوْعِيَّةً فِي الْخِدْمَاتِ الْمُقَدَّمَةِ لَوْفُودِ  
بَارِ الْمُقَدَّسَةِ يَعْتَمِدُ عَلَى تَقْدِيمِ الْخِدْمَاتِ لِلْقَادِمِينَ مِنْ خَارِجِ الْمَمْلَكَةِ مِنْ قَبْلِ  
سُتَاتٍ أَوْ شَرِكَاتٍ سُعُودِيَّةٍ تَحْتَ إِشْرَافِ وَزَارَةِ الْحَجِّ الشُّعُودِيَّةِ.



نَ وَزِيرُ التَّرْبِيَةِ وَ التَّعْلِيمِ الْعَالِي د. مَسَاعِدُ الْهَارُونُ أَنَّ وَزَارَةَ التَّعْلِيمِ الْعَالِي سَتَبْدَأُ الْيَوْمَ  
فَدَ فِي اسْتِقْبَالِ الرَّاعِبِينَ فِي أَنْشَاءِ جَامِعَاتٍ خَاصَّةٍ، لِمَلِّ نُمُودَجِ أَوَّلِيَّ وَاسْتِيفَاءِ  
بِلُومَاتِ الْإِسَاسِيَّةِ الْمُطْلُوبَةِ لِتَقْدِيمِ الطُّلُبَاتِ وَقَالَ الْهَارُونُ فِي تَضَرُّيحاتٍ أَدَلَى بِهَا  
بَ افْتِتَاحِهِ مَفْرَضِ التَّسْوُوقِ الثَّانِي وَالْعِشْرِينَ فِي كُتْلِيَّةِ التَّرْبِيَةِ الْإِسَاسِيَّةِ أَمْسَ أَنَّ مَجْلِسَ  
رَأَءٍ سَيُصَادِقُ فِي جَلْسَتِهِ الْأُسْبُوعِيَّةِ الْيَوْمَ عَلَى قَانُونِ مَجْلِسِ الْجَامِعَاتِ الْخَاصَّةِ،  
يِفَا «أَنَا بِصَدَدِ انْتِظَارِ صُذُورِ الْمَرْسُومِ الْأَمِيرِيِّ لِقَانُونِ الْجَامِعَاتِ الْخَاصَّةِ.



ثَ مَسَاءَ أَمْسٍ مُشَاجَرَةٌ بَيْنَ مَا يَزِيدُ عَنْ 150 صِينِيًّا وَعَدَدٍ مِّنْ أَنْبَاءِ الْمَمْلَكَةِ الْعَرَبِيَّةِ  
هُودِيَّةِ الْمُقِيمِينَ فِي الْكُوَيْتِ لِسَبَبِ إِضْرَارِ أَحَدِ الشُّعُودِيِّينَ عَلَى شُرْبِ الْمَاءِ قَبْلَ  
الِ الصِّينِيِّينَ مَا أَثَارَ حَفِيطَتَهُمْ فَوَقَعَتْ مَعْرَكَةٌ بَيْنَهُمْ فِي مَكَانٍ مُنْعَزَلٍ فِي مَنَظِقَةِ جَلِيبِ  
بُوخِ اسْفَرَتْ عَنْ إِصَابَةِ ثَمَانِيَةِ أَشْخَاصٍ.



نَبَلَّ رَأِيسُ مَجْلِسِ الْوُزَرَاءِ رَفِيقُ الْحَرِيرِيِّ أَمْسَ فِي السَّرَايِ الْكَبِيرِ الْوَزِيرَ الْأَسْبَقِ  
مَالٍ وَاسْتَفْرَضَ مَعَهُ التَّطَوُّرَاتِ السِّيَاسِيَّةَ.

ثم استقبل الرئيس الحريري رئيس اتحاد غرف التجارة والزراعة في لبنان عدنان الذي أطلعه على المشاريع المستقبلية التي سيقوم بها في ضوء انتخابه رئيساً لمجلس رجال الأعمال اللبنانيين و السوريين و سبل تنشيط العلاقات بين القطاعين في لبنان وسوريا. واستقبل الرئيس الحريري أيضاً المهندس هنري صفير.

كما التقى الرئيس الحريري أمس، رئيس تحرير جريدة «الشرق الأوسط» الزميل عبد الرحمن الرشيد.



التقى الأمين العام لوزارة الخارجية السفير زهير حمدان سفير الهند آجاي شودري، الذي نقل موقف بلاده الداعم للبنان بشأن رفض التوطين، وضرورة تطبيق القرارات الدولية التي تقر بحق عودة اللاجئين الفلسطينيين إلى ديارهم ولا سيما القرار ١٩٤.



سوف يصل رئيس مجلس إدارة وكالة الأنباء الروسية إلى لبنان غداً في زيارة يلتقى خلالها وزير الإعلام اللبناني وغيره من الشخصيات.

وكان قد وقع رئيس مجلس إدارة وكالة الأنباء الروسية والمدير العام للوكالة العربية السورية للأنباء اتفاقاً للتبادل الإخباري بين الوكالتين في دمشق أول من أمس وذلك في إطار تطوير العلاقات الثنائية.



استقبل السيد الدكتور محمد مصطفى مير و رئيس مجلس الوزراء بعد ظهر أمس السيد المهندس حاتم الحلواني وزير المياه والرّي الاردني و حضر اللقاء السيد طه الأطرش وزير الرّي.

و في بداية اللقاء نقل السيد الحلواني تحية المهندس علي أبو الراغب رئيس مجلس الوزراء الأردني إلى السيد رئيس مجلس الوزراء فشكره عليها وحملة تحياته إليه.

و دار الحديث خلال اللقاء حول تطوير علاقات التعاون بين سوريا والأردن وتعزيزها في شتى المجالات و لا سيما التعاون في مجال المياه والقضايا المائية التي تهتم البلدين.



حَضَرَ اللَّقَاءَ السَّادَةُ الدُّكْتُورُ خَالِدُ نَائِبُ رَئِيسِ مَجْلِسِ الوُزَرَاءِ لِلشُّؤْنِ الإِقْتِصَادِيَّةِ  
وَالدُّكْتُورُ مُحَمَّدُ وَزِيرُ الإِقْتِصَادِ وَالتَّجَارَةِ الْخَارِجِيَّةِ وَالْقَائِمُ بِأَعْمَالِ سِفَارَةِ جُمْهُورِيَّةِ  
يُوغُوسْلَاوِيَا فِي دِمَشْقَ.

☆☆☆

أَقَامَ السَّيِّدُ حُسَيْنُ سَفِيرُ الْجُمْهُورِيَّةِ الْإِسْلَامِيَّةِ الْإِيرَانِيَّةِ بِدِمَشْقَ حَفْلَ اسْتِقْبَالِ مَسَاءِ أَمْسِ  
بِمُنَاسَبَةِ الْعِيدِ الْوَطَنِيِّ.

حَضَرَ الْحَفْلَ السَّيِّدُ مُصْطَفَى نَائِبُ الْقَائِدِ الْعَامِّ لِلْجَيْشِ وَالْقَوَاتِ الْمُسَلَّحَةِ وَبَعْضُ أَعْضَاءِ  
الْقِيَادَةِ الْمَرْكَزِيَّةِ وَعَدَّةٌ مِنَ السَّادَةِ الْوُزَرَاءِ وَعَدَّةٌ مِنَ مُعَاوِنِي الْوُزَرَاءِ. كَمَا حَضَرَ الْحَفْلَ  
عَدَّةٌ مِنَ أَعْضَاءِ السَّلْكِ الدَّبْلُومَاسِي الْعَرَبِيِّ وَالْأَجْنَبِيِّ بِدِمَشْقَ.

☆☆☆

أَعْلَنَ وَزِيرُ الْخَارِجِيَّةِ الْأَمْرِيكِيُّ أَنَّهُ يَتَوَقَّعُ مِنَ الزُّعَمَاءِ الْعَرَبِ أَنْ يُشِيدُوا بِأَفْكَارِهِ الْخَاصَّةِ  
بِإِجْرَاءِ تَغْيِيرٍ فِي الْعُقُوبَاتِ الْمَفْرُوضَةِ عَلَى الْعِرَاقِ. وَفِي نَفْسِ السِّيَاقِ حَدَّثَتِ الْأُمَمُ  
الْمُتَّحِدَةُ الْعِرَاقَ مِنْ اسْتِلامِ أَىْ أَمْوَالٍ خَفِيَّةٍ عَلَى بَيْعِ نَفْطِهِ.

وَقَالَ وَزِيرُ الْخَارِجِيَّةِ الْأَمْرِيكِيُّ أَوَّلَ مَنْ أَمْسَ إِنَّهُ مَا زَالَ مُتَفَانِلًا فِي شَأْنِ التَّائِيدِ الَّذِي تَلَقَّاهُ  
خِلَالَ جَوْلَتِهِ فِي الشَّرْقِ الْأَوْسَطِ وَمِنْطَقَةِ الْخَلِيجِ فِي أَوَاخِرِ فِرَايِرِ الْمَاضِي. وَأَضَافَ فِي  
مُؤْتَمَرٍ صُحُفِيٍّ مَعَ وَزِيرِ خَارِجِيَّةِ السُّوَيْدِ "أَعْتَقِدُ أَنَّ التَّائِيدَ سَيُصْبِحُ عَلَنِيًّا فِي الْأَيَّامِ وَالْأَسَابِيعِ  
الْمُقْبِلَةِ عِنْدَمَا يَنْحَثُونَ كَيْفَ سَيُؤَيِّدُونَ الْمُبَادِرَاتِ الَّتِي سَتَعْرِضُهَا فِي الْأُمَمِ الْمُتَّحِدَةِ.

☆☆☆

تَسَلَّمَ رَئِيسُ الْجُمْهُورِيَّةِ الْيَمَنِيَّةِ أَوْرَاقَ إِعْتِمَادٍ عَدَدٍ مِنْ سَفَرَاءِ الدُّوَلِ الشَّقِيَّةِ وَالصَّدِيقَةِ  
لَدَى بِلَادِنَا. وَتَسَلَّمَ أَوْرَاقَ إِعْتِمَادٍ كُلٌّ مِنَ السَّفِيرِ الْكُوَيْتِيِّ وَالسَّفِيرِ الْكُوْبِيِّ وَالسَّفِيرِ  
الْبَلْجِيكِيِّ وَالسَّفِيرِ الْكُورِيِّ.

☆☆☆

سَادَ التَّوَتُّرُ فِي عَدَدٍ مِنَ الْمَنَاطِقِ الْفِلَسْطِينِيَّةِ الْمُخْتَلَّةِ أَمْسَ حَيْثُ حَصَلَتْ مُوَاجَهَاتٌ بَيْنَ  
جُنُودِ الْإِخْتِلَالِ الْإِسْرَائِيلِيِّ وَأَهْنَاءِ الشُّعْبِ الْفِلَسْطِينِيِّ.

فِي هَذَا الصَّدَدِ ذَكَرْتُ وَكَالَاتُ الْأَنْبَاءِ أَنَّ قُوَاتِ الْإِخْتِلَالِ عَزَزَتْ تَوَاجُدَهَا الْعَسْكَرِيَّ  
عَلَى كَافَّةِ الْمَحَاوِرِ وَالطَّرِيقِ الْمُؤَدِّيَةِ إِلَى مَدِينَةِ الْخَلِيلِ فِي الْوَقْتِ الَّذِي يُوَاصِلُ فِيهِ  
الْمُسْتَوْطُونَ إِغْتِدَاءَ أَتْهَمَ عَلَى الْمَوَاطِنِينَ خَاصَّةً فِي الْجُزْءِ الْمُخْتَلِّ مِنَ الْمَدِينَةِ.

## Glossary

## الكلمات العسيرة

Companion, friend; comrade	رَفِيقٌ / رُفَقَاءُ
Rafik al Hariri (given name)	رفيق الحريري
Seraglio	سَرَايَ / سَرَايَاتُ
Al SeraiAl Kabir	السَّرَايَ الْكَبِيرِ
Former	أَسْبَقُ
Michel	ميشال
Development	تَطَوُّرٌ / تَطَوُّرَاتُ
Then, after that	ثُمَّ
Union, federation	إِتِّحَادٌ / إِتِّحَادَاتُ
Chamber, room	غُرْفَةٌ / غُرَفُ
Chambers of Commerce & Agriculture	غُرَفُ التِّجَارَةِ وَالزَّرَاعَةِ
Lebanon	لُبْنَانُ
Adnan (given name)	عَدْنَانُ
To inform	أَظْلَعَ / يُظْلَعُ / إِطْلَاعًا
Project	مَشْرُوعٌ / مَشَارِيعُ
To review	إِسْتَعْرَضَ / يَسْتَعْرِضُ / إِسْتِعْرَاضًا
Future	مُسْتَقْبَلٌ
Related to future, future	مُسْتَقْبَلِيٌّ
Light	ضَوْءٌ
Employers' Council	مَجْلِسُ رِجَالِ الْأَعْمَالِ
Ways, means	سَبِيلٌ / سُبُلٌ
To activate, to invigorate	نَشَطَ / يُنَشِّطُ / تَنْشِيطًا
Syria	سُورِيَا
Henry Safir (given name)	هنري صفير
As, also	كَمَا
To meet	إِلْتَقَى / يَلْتَقِي / إِلْتِقَاءٌ

Editor/chief editor	رئيس التحرير
Colleague, fellow	زميل / زملاء
Fellowship	زمالة
To transfer, to copy, to convey	نقل / ينقل / نقلًا
Stand	موقف / مواقف
His country's stand	موقف بلاده
Supportive	داعم
Vis-a-vis, regarding	بشأن
To refuse, to reject, to deny	رفض / يرفض / رفضًا
Settlement	توطين
To make settlement	وطن / يوطن / توطينًا
To apply	طبق / يطبق / تطبيقًا
Decision, resolution	قرار / قرارات
To admit, to approve	أقر / يقر / إقرارًا
Right	حق / حقوق
To return	عاد / يعود / عودة
Refugee	لاجئ / لاجئون
House, home	دار / دور / ديار
Specially	لاسيما
Board of directors	مجلس الإدارة
Russian News Agency	وكالة الأنباء الروسية
Minister of Information	وزير الإعلام
Personalities	شخصية / شخصيات
Director General	المدير العام
Agreement, protocol	اتفاق / اتفاقات
Damascus	دمشق
Day before yesterday	أول من أمس
Framerwork; tyre	إطار / إطارات

To improve, to better, to develop	طَوَّرَ / يُطَوِّرُ / تَطْوِيرًا
Bilateral relations	عَلَاqَاتُ ثَنَائِيَّة
Noon	ظَهْرٌ
After noon	بَعْدَ الظُّهْرِ
Minister of Water and Irrigation	وَزِيرُ الْمِيَاهِ وَالرِّيِّ
Beginning, inception	بِدَائِيَّةٌ / بِدَايَاتٌ
Meeting; interview	لِقَاءٌ / لِقَاءَاتٌ
Greetings, salutations	تَحِيَّاتٌ / تَحِيَّاتٌ
To make carry	حَمَلَ / يُحْمِلُ / تَحْمِيلًا
To go round	دَارَ / يَدُورُ / دَوْرَانَا
To have talks	دَارَ الْحَدِيثِ
To strengthen	عَزَزَ / يُعَزِّزُ / تَعْزِيزًا
Different	شَتَّى
Field	مَجَالٌ / مَجَالَاتٌ
Issue, problem	قَضِيَّةٌ / قَضَايَا
To concern	هَمٌّ / يَهْمُ / هَمًّا
Mr.	سَيِّدٌ / سَادَةٌ
Economic affairs	الشُّؤُونُ الْاِقْتِصَادِيَّةُ
To hold	اَقَامَ / يُقِيمُ / اِقَامَةً
Function, party	حَفْلٌ / حَفَلَاتٌ
Reception party	حَفْلُ الْاِسْتِقْبَالِ
Occasion	مُنَاسَبَةٌ / مُنَاسَبَاتٌ
Festival	عِيْدٌ / اَعْيَادٌ
National Day	اَلْعِيْدُ الْوَطْنِيُّ
Commander, commandant	قَائِدٌ / قَوَادٌ
Commandant General	اَلْقَائِدُ الْعَامُ
Army	جَيْشٌ / جُيُوشٌ
Armed forces	اَلْقُوَاتُ الْمُسَلَّحَةُ

Some	بَعْضُ
Member	عُضْوٌ / أَغْضَاءُ
Central leadership	الْقِيَادَةُ الْمَرْكَزِيَّةُ
Number	عَدَدٌ / أَغْدَادٌ
Some of	عَدَدٌ مِنْ
Assistant	مُعَاوِنٌ / مُعَاوِنُونَ
Assistant Minister	مُعَاوِنُ الْوَزِيرِ
Diplomatic corps	السَّلْكُ الدِّبْلُومَاسِي
To expect	تَوَقَّعَ / يَتَوَقَّعُ / تَوَقُّعًا
To appreciate, to extol	أَشَادَ / يُشِيدُ / إِشَادَةٌ (بِ)
Thought, idea	فِكْرٌ / افْكَارٌ
Sanction; punishment	عُقُوبَةٌ / عُقُوبَاتٌ
In the same context	فِي نَفْسِ السِّيَاقِ
To warn	حَذَّرَ / يُحَذِّرُ / تَحْذِيرًا
Money, fund	مَالٌ / أَمْوَالٌ
Secret, unknown	خَفِيٌّ
To sell	بَاعَ / يَبِيعُ / بَيْعًا
Petroleum	نَفْطٌ
Still, continues	مَا زَالَ
Optimistic	مُتَفَائِلٌ / مُتَفَائِلُونَ
Support	تَأْيِيدٌ
To receive	تَلَقَّى / يَتَلَقَّى / تَلَقُّيًا
Round, trip	جَوْلَةٌ / جَوَلَاتٌ
Middle East	الشَّرْقُ الْأَوْسَطُ
End	آخِرٌ / أَوَاخِرُ
To add	أَضَافَ / يُضِيفُ / إِضَافَةٌ
Conference	مُؤْتَمَرٌ / مُؤْتَمَرَاتٌ
Press Conference	مُؤْتَمَرٌ صَحْفِيٌّ

Sweden	السُّوَيْدُ
To believe	إِغْتَقَدَ / يَغْتَقِدُ / إِغْتِقَادًا
To be, to become	أَصْبَحَ / يُصْبِحُ / إِصْبَاحًا
Public	عَلَنِيّ
Coming, next	مُقْبِلٌ
To support	أَيَّدَ / يُؤَيِّدُ / تَأْيِيدًا
Initiative	مُبَادَرَةٌ / مُبَادِرَاتٌ
To present, to place	عَرَضَ / يَغْرِضُ / عَرْضًا
To receive	تَسَلَّمَ / يَتَسَلَّمُ / تَسَلُّمًا
Credentials	أَوْرَاقُ الْإِغْتِمَادِ
Each one of	كُلٌّ مِنْ
Cuban	كُوبِيّ
Korean	كُورِيّ
Belgian	بَلْجِيكِيّ
To prevail	سَادَ / يَسُودُ / سِيَادَةً
Tension	تَوَتَّرٌ
Area, region, zone	مِنْطَقَةٌ / مَنَاطِقُ
Occupied	مُخْتَلٌّ
To occupy	إِخْتَلَّ / يَخْتَلُّ / إِخْتِلَالًا
Where	حَيْثُ
To happen	حَصَلَ / يَحْصُلُ / حُصُولًا
Encounter	مُوَاجَهَةٌ / مُوَاجِهَاتٌ
In this regard	فِي هَذَا الصَّدَدِ
To mention	ذَكَرَ / يَذْكُرُ / ذِكْرًا
Force	قُوَّةٌ / قُوَّاتٌ
Existence, presence	تَوَاجُدٌ
Military presence	التَّوَاجُدُ الْعَسْكَرِيُّ
All	كَافَّةً

Pivot, centre, axis	مِخْوَرٌ / مَحَاوِرُ
Way, path	طَرِيقٌ / طُرُقٌ
Ways leading to	الطُّرُقُ الْمُوَدِّيَّةُ
At the time when	فِي الْوَقْتِ الَّذِي
To continue	وَاصِلٌ / يُوَاصِلُ / مُوَاصِلَةٌ
Settler	مُسْتَوِطِنٌ / مُسْتَوِطِنُونَ
To settle, to build up settlement	إِسْتَوِطِنَ / يَسْتَوِطِنُ / إِسْتِطْنَانًا
Portion	جُزْءٌ / أَجْزَاءٌ
To contact	إِتَّصَلَ / يَتَّصِلُ / إِتِّصَالًا
Telephone	هَاتِفٌ / هَوَاتِفٌ
Call (telephonic), talk, conversation	مُكَالَمَةٌ / مُكَالِمَاتٌ
To express	أَغْرَبَ / يُغْرِبُ / إِغْرَابًا (عَنْ)
Desire, wish	رَغْبَةٌ / رَغَبَاتٌ
For, for the sake of	مِنْ أَجْلِ
To reach (a decision etc.)	تَوَصَّلَ / يَتَوَصَّلُ / تَوَصُّلاً (إِلَى)
Peace	سَلَامٌ
To stress (on)	شَدَّدَ / يُشَدِّدُ / تَشْدِيدًا (عَلَى)
Need	حَاجَةٌ / حَاجَاتٌ
To handle, to treat	عَالَجَ / يُعَالِجُ / مُعَالَجَةً
Positive way, positive manner	صُورَةٌ إِنْجَابِيَّةٌ
Neutral way, neutral manner	صُورَةٌ حَيَادِيَّةٌ
Kingdom, empire	مَمْلَكَةٌ / مَمَالِكٌ
System, arrangement	تَنْظِيمٌ
Out season pilgrim to Kabah	مُغْتَمِرٌ
To perform out of season pilgrimage to Ka'bah	إِغْتَمَرَ / يَغْتَمِرُ / إِغْتِمَارًا
Inception, beginning	غُرَّةٌ
To explain	أَوْضَحَ / يُوضِّحُ / إِيضَاحًا
Shift	نَقْلَةٌ / نَقَلَاتٌ

Qualitative; typical	نَوْعِيّ
To consider	إِغْتَبَرَ / يَغْتَبِرُ / إِغْتِبَارًا
Delegate, delegation	وَقْدَ / وَفْدٌ
By	مِنْ قِبَلِ
Organisation, body	مُؤَسَّسَةٌ / مُؤَسَّسَاتٌ
Under the aegis of	تَحْتَ إِشْرَافِ
Ministry of Pilgrimage	وِزَارَةُ الْحَجِّ
To establish	أَنْشَأَ / يُنْشِئُ / إِنْشَاءً
To fill up, to bridge up	مَلَأَ / يَمْلَأُ / مَلَأَ
Basic	أَسَاسِيّ
Statement	تَضَرُّعٌ / تَضَرُّعَاتٌ
To release, give (statement)	أَذْلَى / يُذْلِي / إِذْلَاءٌ (بِ)
Inauguration	إِفْتِتَاحٌ
To shop, to do shopping	تَسَوَّقَ / يَتَسَوَّقُ / تَسَوُّقًا
To attest, to certify, to authenticate	صَادَقَ / يُصَادِقُ / مُصَادَقَةٌ
The royal edict	الْمَرْسُومُ الْأَمِيرِيّ
Quarrel, fight	مُشَاجَرَةٌ / مُشَاجَرَاتٌ
To insist (on)	أَصْرَ / يُصِرُّ / إِصْرَارًا (عَلَى)
To raise, to rouse	أَثَارَ / يُثِيرُ / إِثَارَةٌ
Anger	حَفِظَةٌ
Segregated place, lonely place	مَكَانٌ مُنْعَزَلٌ



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